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ABSTRACT

The curriculum guide for gifted and talented third and fourth grade students was developed in a 1-week teacher workshop. Introductory sections specify tasks and timelines, review characteristics of gifted and talented students, and describe the district's screening and identification process. The curriculum is based on a combination of acceleration and enrichment with a focus on developing thinking skills through creative learning tasks. Guidelines are offered for teaching creative problem solving. Objectives, sub-objectives, recommended teaching approaches and student activities, thinking levels, and resources are charted for language arts, reading, math, science (physical science, ecology, life science, and earth and space) and computertronics (problem solving with computers and computers in society). Separate sections consider an affective curriculum in addition to a unit on computers. (CL)

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Gifted/Talented Magnet School

Program Model/Curriculum Guide

1983-1984

Christopher L. Sny

EC 161166

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SCHOOL DISTRICT OF JANESVILLE

Gifted and Talented Magnet School Program Model

1983-84

Introduction

Following the close of the 1982-83 school year, the School District of Janesville provided for a one week workshop during which the curriculum for Magnet School learners described in this booklet was developed and assembled.

The following staff members participated in the workshop with curricular responsibilities as noted:

Ann Perry - Mathematics
Ron Jung - Mathematics
Ray Plummer - Reading
Lanny Knickerbocker - Language Arts
Barbara Fett - Counseling
Barbara Bierkness - Science
Sue McCarville - Media
Chris Sny - Workshop Coordinator

During the workshop the two main goals were to:

1. Achieve mastery of a computing curriculum entitled, "Computeronics" in order to instruct children in programming for problem solving with the microcomputer.

2. Finish writing, collate and assemble a curriculum guide which would establish the rationale for the pilot magnet program at Harrison school as well as give information about the curriculum including model lessons and strategies for instruction that would be used in the pilot program.

Our activities in meeting these goals included:

1. Contracting Hope Erickson of the Watertown Public Schools as consultant and trainer for the "Computeronics" curriculum.

2. Contracting Ellen Fiedler of UW-Madison to aid us both in the development of thematic curriculum and to introduce us to instructional strategies such as creative problem solving, brainstorming, and the Triad Activity Sequence which have been proven effective in her work with gifted children in the Stevens Point Public Schools.

The guide materials and curriculum models that follow are based on the"Magnet School Proposal" as presented to and approved by the Janesville Board of Education in January, 1983.

SCHOOL DISTRICT OF JANESVILLE

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SCHOOL DISTRICT OF JANESVILLE

*Gifted and Talented Pilot Time/Task Calendar
1982-1983

1.	Oct. 25, 1982	Establish Gifted and Talented subcommittees for Reading, Math, Language Arts and Science.
2.	Nov. 1	A letter will be sent to all 3rd and 4th grade parents briefly describing the pilot program and requesting interested parent input.
3.	Nov. 1	Review and distribute ERS/WDP to curriculum administration and subcommittee task chairs - C. Volin.
4.	Nov. 1-5	All 3rd and 4th grade students will be given the Otis Lennon Group I.Q. test.
5.	Nov. 12	Principals will correct and distribute the results of the Otis Lennon test.
6.	Nov. 15	Chris Sny develop questionaire to be sent out to unit leaders and the results given to task force principals.
7.	Nov. 15	Chris Sny compile list of suggested topics from other districts and ERS/WDP searches and forward to task force principals.
8.	Dec. 15	Each subcommittee finalize a proposed Gifted and Talented curriculum from materials received in numbers 2, 3 and 4 above.
9.	Jan. 15,1983	Curriculum administration finalize Board of Education presentation materials.
10.	Feb. 1	Following Board Approval at Jan 10 meeting - Develop a summer workshop to write curriculum in detail.
11.	Mar. 22	First Magnet Implementation Committee Meeting
12.	Apr. 25	First Magnet Parent Meeting - Harrison School
13.	Apr. 26	Second Magnet Implementation Committee Meeting
14.	May 9	Second Parent Meetig - Harrison School
15.	May 11	Planning meeting for Magnet budget projection '84-'85
16.	May 17	Final Magnet Implementatin Committee meeting 1982-83
17.	May 23	Visit Rockford's King Magnet School (Grades 2-6)
18.	May 24	Pre-assessment of magnet students (cognitive and affective) - Harrison School

19.	May 24	Student Visitation and Orientation Day - Harrison School
20.	Jun 6-10	Magnet Summer Workshop - Parker Sr. H.S. & Marshall Jr. H.S. Computeronics Jun 6 & 7 - Hope Erickson, Consultant Curriculum Codification - Jun. 8,9,10, Ellen Fielder, Consultant.
21.	Aug. 15-19	Small Group Counseling Meetings - Harrison School
22.	Aug. 22-23	Staff In-service - Harrison School
23.	Aug. 24	Students begin Magnet Program
24.	Sept. 27	First Magnet School Impiementation Committee Meeting 1983-84 - Harrison School
25.	Sept. 29	First Magnet School Parent Meeting, 1983-84
26.	Oct. 11	Interim Report on Magnet Pilot to Janesville Board of Education

* Proposed by District Executive Curriculum Committee, October 14, 1982 and Approved by Elementary Principals in joint meeting October 20, 1982

SCHOOL DISTRICT OF JANESVILLE

The Proposed Gifted and Talented Magnet Pilot - 1983-1985

I. Definition

The working definition of giftedness used in our proposal is the most widely accepted one in the literature on gifted education. The definition is summarized in the extract below from the 1971 Marland Report found on page four of our Board approved Guide to Purposeful Education of Gifted and Talented Students, June, 1978. We are proposing programming, and have identified exclusively for the first four categories listed under the "Definition" section, page four of the guide.

*Definition of Gifted and Talented

The Commissioner of Education, in his 1971 report to the United States Congress, defined gifted and talented children as:

> "Those...who, by virtue of outstanding abilities, are capable of high performance. These are children who require differentiated educational programs and/or services beyond those normally provided by the regular school program in order to realize their contribution to self and society."

Children capable of high performance include those with demonstrated achievement and/or potential ability in any of the following areas, singly, or in combination:

1. General intellectual ability
2. Specific academic aptitude
3. Creative or productive thinking
4. Leadership ability
5. Visual and performing arts
6. Psychomotor ability

A magnet school is one which attracts students from other schools for the purpose of receiving a qualitatively different program unavailable at their neighborhood school. Special resources, curriculum, teachers, and students are basic components of magnet schools.

* A Guide to Purposeful Education of Gifted and Talented Students (Approved by the Janesville Board of Education, July 2, 1978)

II. Philosophical Basis of the Pilot

There is no question that within the context of our basic elementary curriculums our teachers have done much to appropriately challenge those students whose capabilities place them in the gifted and talented range. Many creative and resourceful teachers have met with some success in providing meaningful instructional activities for the Gifted and Talented. However, these efforts have not been consistent from one classroom to another and have been dependent primarily on individual teacher initiative.

As a school district, we have not adequately addressed the needs to organize our effort and modify our curriculum to meet the challenging educational needs of our truly gifted and talented students. We feel the proposed Gifted and Talented Pilot will address that void. It must be kept in mind that a pilot is a <u>test</u>; it does not constitute a finalized program. As such, it is a beginning point from which, hopefully, a Magnet Gifted and Talented program can evolve for our students with the very highest academic potential. This pilot, like all pilots, does not reflect every idea, every component, that some would like to see. The pilot you are asked to approve, however, does represent the collective thinking of many teachers, administrators and curriculum staff members across the district. Again, a pilot is a test of a certain set of factors which comprise a program which will increase our effectiveness in challenging Gifted and Talented students. It will have impact on both their academic achievement, and just as importantly, their social adjustment. It is important during the pilot period that we consistently maintain the factors which make up the pilot so that a reliable evaluation of the program's success can be made.

III. Pilot Ownership

It needs to be emphasized that the Magnet Gifted and Talented Pilot <u>is not</u> a Harrison Pilot, but rather, a District Pilot housed in Harrison School. Since the last Board directive that planning of a pilot proceed for a Gifted Program, teachers and administrators from both the elementary and secondary areas have been involved in program planning. Many of the curriculum Task Forces have completed initial planning for the pilot curriculum. Ownership indeed rests at the district level.

IV. Pilot Components

A. A two year 'Pilot Gifted and Talented Magnet Program' is proposed to be piloted at Harrison during the 1983-1984 and 1984-1985 school years.

B. A fourth and fifth grade class, of approximately twenty-five Gifted and Talented students each, would be placed at Harrison School. The students would be selected from the district-wide pool established by the identification process just completed.

C. Children who, for any reason, leave the program will have the option of remaining at Harrison School through completion of the current school year.

D. Approximately three hours of each school day would be spent by students in working in the Gifted and Talented Program curriculum. During the remaining portion of the school day the children will be mainstreamed into the regular program.

E. The curriculum areas to be emphasized for Gifted and Talented programming will be reading, language arts, math and science. Where it is appropriate, the fine arts areas may be intergrated with instructional activities in these areas.

F. Transportation to and from Harrison School would be provided by the parents of those placed in the program.

V. Staffing

During the second semester of the last school year, two teachers were selected for the Gifted and Talented Pilot in accordance with district policy. Both of those teachers are now assigned to Harrison School and are acclimating to the school's program.

VI. Harrison Staff Inservice

Teachers have generated good enthusiasm for the proposed Gifted and Talented pilot program. At the present time, the total building staff is about half way through an inservice program to assist them in understanding the process by which gifted students learn, the social and academic needs of the gifted, and the nature of the pilot to be intergrated into the total Harrison Program.

VII. Parent Inservice

Opportunities will be provided for parents to gain understanding of the learning process and pilot programming for gifted students at the Harrison Magnet site.

VIII. The Pilot Implementation and Evaluation Team

The formation of an Implementation and Evaluation Team is projected to oversee the implementation of the pilot at Harrison and to plan for and conduct its evaluation. It is important that the membership of this team be composed of staff members from across the district. Composition of the team would be as follows:

The Harrison teachers of the Gifted and Talented
The Harrison principal and one other elementary principal
A jr. high principal
An additional elementary and jr. high teacher
The Harrison counselor, reading specialist, media specialist and art special teacher
The Coordinator for Gifted and Talented
The Curriculum Supervisor

IX. Budget

The Superintendent's Advisory Committee has recommended the use of Chapter II federal funding ($10,000) to initiate the pilot proposal. Local district funding ($3,000) for a summer curriculum writing workshop has also been recommended.

$6,000 - Computer Hardware
$2,000 - Computer Software
$2,000 - Print Material
$3,000 - Summer Writing Workshop

X. Program Evaluation

In May of 1984, a preliminary evaluation of the pilot program will be completed and submitted to the Board of Education. Preliminary planning for program expansion at the elementary and jr. high level for the 1985 - 1986 school year would begin at this time providing the initial program evaluation is positive.

The evaluation team will make a preliminary report to the K-12 Executive Principals Curriculum Council for a recommendation prior to submission to the Board.

FACT SHEET ABOUT GIFTED/TALENTED CHILDREN

WHO ARE GIFTED/TALENTED CHILDREN?

Gifted and talented children are those who do things a little earlier, a little faster, a little better, and probably a little differently from most other children.

Former U.S. Commissioner of Education Sidney P. Marland, Jr. in his August 1971 report to Congress stated, *"Gifted and talented children are those identified by professionally qualified persons who by virtue of outstanding abilities are capable of high performance. These are children who require differentiated educational programs and/or services beyond those normally provided by the regular school program in order to realize their contribution to self and society."*

WHAT ARE GIFTED/TALENTED CHILDREN LIKE?

The same report continued: *"Children capable of high performance include those with demonstrated achievement and/or potential ability in any of the following areas, singly or in combination:*

1. *general intellectual ability*
2. *specific academic aptitude*
3. *creative or productive thinking*
4. *leadership ability*
5. *visual or performing arts*
6. *psychomotor ability."*

HOW DO I KNOW IF A CHILD IS GIFTED AND/OR TALENTED?

If the child fits into one or more of the above categories, it is likely that he or she is gifted and/or talented.

HOW MANY GIFTED AND TALENTED CHILDREN ARE THERE?

Commissioner Marland's report to Congress provides this information: *"A conservative estimate of the gifted and talented population ranges between 1.5 and 2.5 million children out of a total elementary and secondary school population (1970 estimate) of 51.6 million."*

DO GIFTED/TALENTED CHILDREN NEED HELP?

Yes. All children need the help, guidance and support of the people around them.

IF GIFTED/TALENTED CHILDREN ARE "SO SMART ALREADY", DO THEY HAVE SPECIAL LEARNING NEEDS?

Indeed they do. All children should have opportunities to learn all they are able to learn. We accept the rightful need for special attention to the slower learner. It is only fair to offer gifted and talented children the kind of education that meets their special and different learning styles.

WON'T SPECIAL ATTENTION MAKE SNOBS OF OUR GIFTED/TALENTED CHILDREN?

On the contrary. Grouping gifted and/or talented students with others of like ability some of the time will demonstrate to them that they don't "know it all", will provide healthy competition, and will let them enjoy the imoact of one fine mind on another.

HOW CAN WE TELL IF OUR SCHOOL IS OFFERING THE RIGHT PROGRAM FOR GIFTED/TALENTED CHILDREN?

If the children are challenged to learn as much as they are able to learn, if they respect school and teachers, and if they search for knowledge independently to supplement school work, they are getting an education commensurate with their potential.

(Adapted from materials developed by Gina Ginsberg, Exec. Director, Gifted Child Society)

SOME "SELECTED" DEFINITIONS

1. ABILITY GROUPING: Also sometimes called "segregation." The practice of assembling or deploying students for instructional purposes who are somewhat nearer together in general capacity for learning, or in given specific aptitudes, so that instruction and learning may proceed at a pace and in terms of qualities suited to this (these) capacities. Contrasts with those forms of grouping which utilize chronological age or alphabet as criteria for homogeneity and developmental readiness. May take the form of special classes, special schools, multiple track curricula, etc., and may be arranged for part or for all of the school curriculum. Specific capacities for differing areas of knowledge or skill, with interests related thereto, are recognized as superior criteria for grouping, as opposed to general indices (e.g., composite I.Q.) applied across the range of school activities.

2. ACCELERATION: Any administrative practice designed to move the student through school more rapidly than usual. Includes such practices as early admission, grade-skipping, advanced placement, telescoping of grade levels, credit by examination, etc.

3. ARTICULATION: The sequential arrangement of studies through the total school program so as to avoid undesirable repetition or duplication at various grade levels. Problems of articulation often arise when programs for the gifted are planned to affect given school years, but not to encompass the entire graded sequence.

4. DIFFERENTIAL EDUCATION (FOR THE GIFTED): Educational experiences uniquely or predominantly suited to the distinguishing behavioral processes of intellectually superior people and to the adult roles that they typically assume as leaders and innovators. Then successfully arranged to involve the capacities and needs of the gifted, the experience (concepts, studies, activities, courses) by definition is beyond the reach of and not appropriate to the capacities and needs of persons not exceptionally endowed with potential for learning and productive or creative behavior.

5. ENRICHMENT (FOR THE GIFTED): Practices which are intended to increase the depth or breadth of the gifted student's learning experiences. May include special assignments, independent study, individual projects, small group work, and other adaptations of routine school processes. This purported form of provision for the gifted often in fact merely camouflages do-nothingness.

6. IDENTIFICATION: The process of finding those students who meet the criteria of giftedness adopted in a given school or system. Identification should begin as early as possible, should be systematic, i.e., follow a defensible plan, and should be continous so as to improve the chances of discovering larger numbers of youth qualified for differential education. A variety of techniques exist for screening the pupil population, most of which have some virtue, and no one of which--particularly a single measure of intelligence--is sufficient alone.

7. MENTAL ABILITY: An inclusive term, more properly referred to as "capacity," and including such conceptions as intelligence and aptitude (talent) and related processes such as creativity, productive thinking, divergent thinking, etc.

SOME "SELECTED" DEFINITIONS cont.

8. MENTAL TESTS: Devices such as intelligence, aptitude, achievement, and personality tests, or rating scales for various skills, which are designed to provide relatively objective means of assessing or comparing certain of the capacities of characteristics of individuals.

9. MOTIVATION: The basic psychological process involved in both under- and over-achievement in school. A subtle and complex literature on this aspect of personality exists in the behavioral sciences. As concerns the gifted, underachievement is recognized as a critical problem, and is thought of as a failure to perform as well as might be expected from scores on tests of aptitude or intelligence. No agreement exists as to how poorly a student must do, for how long, or in what activities, in order to be called an underachiever. Poor performance by gifted youngsters is not infrequently paralleled by singular out-of-school activities which possess intrinsic appeal to the child.

10. PROGRAM (OF SPECIAL EDUCATION): A pattern of provisions within the total range of school activities which is designed to meet the distinguishable needs and abilities of intellectually superior and talented children. Single or scattered provisions such as advanced placement or early admission to first grade do not alone constitute a program.

TRAITS OF GIFTEDNESS

The following should not be viewed as a listing of traits that add up to a portrait of the gifted child. Giftedness lies not so much in the possession of a certain number of these traits as it does in the degree and combinations in which some of these traits may be present. For example, most children are curious; curiosity in itself does not mean giftedness. However, when a high degree of curiosity is present, in combination with resourcefulness, perseverance, and a drive to organize and perfect, it may take the form of an intense desire to probe until a solution has been found and may well be an indication of giftedness.

1. Heightened perceptual skills:

   Child is acutely aware of and responsive to his or her environment; uses all senses, is keenly observant and highly alert.

2. Intense curiosity:

   Child probes for answers - through verbal questioning, by exploring independently, and/or by manipulating objects.

3. Advanced problem-solving ability and conceptualization:

   Child thinks logically, draws conclusions, makes generalizations, transfers concepts to new settings, makes good educated guesses.

4. Motivation and perseverance:

   Child has an unusual degree of commitment to tasks (especially self-selected activities), becomes absorbed in work, puts tremendous energy and time into specific topics of interest, tirelessly pursues interest to point of satisfaction. (These traits may be manifested in hobbies or collections.)

5. Drive to organize and perfect:

   Child sets what may be impossibly high standards for self and for work, places great importance on quality of his/her performance.

6. Search for challenge:

   Child welcomes complexity (often selecting it over the simple), enjoys games of thought and reason (and resists being provided with the solution), plays with ideas and words.

7. Originality and humor:

   Child puts elements together in new ways, uses novel approaches to tasks and materials, often displays keen sense of humor, takes risks (often in the form of espousing unconventional or unpopular positions), is both flexible and fluent in generating ideas.

8. Resourcefulness and independence:

   Child seeks own direction, is self-initiating, has high tolerance for ambiguity.

9. Fondness for elaboration:

   Child loves to embellish by adding on to ideas, responses, and solutions; generates alternatives; is concerned with detail.

10. Acute sensitivity:

Child reacts strongly to moral and social issues; feels joy, pain, injustice, sarcasm, rejection keenly; has intense empathy. (These abilities may make a gifted child painfully conscious of his or her separateness from others and highly self-critical. However, at the same time, these very traits may contribute to the child's being well liked by peers and viewed by them as a leader. In other words, the social and emotional problems that may result from these traits may lie more in the student's self-image than in others' perceptions.)

WHAT THE GIFTED CHILD NEEDS FROM ADULTS

Parents and teachers are often concerned when a child has high intellectual ability and special skills. How do you deal with this fact? They may need opportunities to discuss the importance of natural love and acceptance of the child as a child; the importance of avoiding any connotation through labels or manners which imply that s/he is set apart, special, or peculiar.

Knowledge of the child's ability is necessary to the adults who deal with him in planning proper experiences for him. Such knowledge is harmful to the child and to gifted children in general only when it is used by adults, either parents or teachers, to bring status to themselves. Such status efforts involve value judgements placed upon gifted children by adults who communicate that their child is gifted, with the implication that: 1) the child is superior; 2) that other children possess less value; and that 3) through osmosis the adults associated with him are likewise superior.

1. Acceptance - Adults need to accept the child as a gifted child. As a child he must be accepted for his own sake and not because he brings his parents or teachers prestige by his achievements.

2. Adults need to help the gifted child accept himself. Usually s/he is well aware that he achieves in a superior fashion to his age-mates in some areas. It is frustrating and discouraging to try to make him believe that he is mediocre. The gifted child should be encouraged to recognize and accept his assets and limitations.

3. Adults need to help the gifted child to win acceptance from others without sacrificing his individuality or ruining his special attributes through an enforced conformity which spells mediocrity. Both parents and teachers tend to over-emphasize conformity and to teach the child to play down his special gifts so that he may be popular with his peer group.

4. Adults need to understand, too, some of the problems that sometimes disturb the gifted...problems of loneliness, of being different from others, of concern over destiny and death, of their intellectual development being out of step with their emotional and social development, of frustration in school work, and in the school situation. Frequent open discussion of their questions with a mature adult is helpful to them.

5. Adults need to take time to discuss, stimulate, and to listen. They also need to take time to interact with the child as a child. Relax and enjoy it!

ADAPTED FROM INFORMATION DISSEMINATED BY: The State Department of Education,
California Association of School Psychologists

School District of Janesville

527 South Franklin Street
Janesville, Wisconsin 53545
(608) 752-7413

TO: Parents of present third and fourth grade Janesville students

FROM: School District of Janesville

DATE: October 25, 1982

RE: Proposed Gifted and Talented Magnet Program - 1983-84

As a part of our ongoing efforts to identify Janesville's highest potential learners and better serve their needs, a magnet school program is presently under development for consideration by the Board of Education.

Harrison Elementary School has been identified as the site for the proposed Gifted and Talented program. Two classes of 25 students, one at the fourth grade level and one at the fifth grade level, will be established. The identified students will be grouped together for a portion of their total day at Harrison. This fall the district has selected and placed two teachers at Harrison on the basis of their background, interest, and demonstrated ability to work successfully with high academic potential learners. In the meantime, the two new teachers are acclimating themselves to the Harrison environment and are working with other staff members to prepare for a successful pilot in 1983-84 if Board approval is given.

In conjunction with our efforts to identify and place the highest academic potential learners, we are asking your input on a "Parent Inventory" form. If you feel your son or daughter should be considered for grouping in a talent pool of potential candidates for possible placement in this pilot program, please fill out the slip below and return it to your child's building principal, by November 10, 1982. You may also pick up a "Parent Inventory" at the office of your child's school.

Thank you for your consideration.

Please send a parent inventory form to:

Name _____

Address _____

_____

_____
(signed)

Education is our investment in the future.

Magnet School to draw from entire District

Plans for a magnet school for highly gifted students are in the works with a "go or no go" school board decision set for next January. Harrison has been selected as the site for a 4th and 5th grade program and if it is a "go" decision it's expected the program for 30 students will commence next August.

In the meantime, teachers selected to work with 4th and 5th grade gifted students are now in place and acclimating themselves to the Harrison environment. Ron Jung has transferred from Jackson and joins Ray Plummer in preparing for the program. Principal George McKilligin, has instituted an inservice program at Harrison for his entire staff to prepare them for the inclusion of the pilot gifted program there.

Although a pool of potential students has been developed, program coordinator Chris Sny, is now looking to refine it. He also needs to determine whether or not enough parents will be willing to transport their children to the alternative site.

"Currently we have the concepts of what we want to do," says Sny. "Our task force will now be working with curriculum and a summer workshop is planned to specifically write the curriculum."

According to Sny, these gifted students will spend a portion of the day mainstreamed at Harrison. "It's vitally important that these kids have time together but there is also a need for them to be grouped with their age peers. We will be concentrating on math, science, reading and language arts with microcomputers as an extension of this program. We will also have one period a day for students to pursue their own other academic interests."

Sny is also suggesting the establishment of an active "mentor bank" of community members willing to work with gifted students outside the regular school curriculum. The purpose is to enhance student understanding of the real world of various occupations and professions on a personal one-to-one basis.

Many other things need to occur between now and the fall of 1983, including further development of learning materials, identification and notification of students and parents and, of course, a "go" decision on the part of the Board in January.

SCHOOL DISTRICT OF JANESVILLE
Janesville, Wisconsin

*SCREENING PROCESS OUTLINE - 1982

Phase I. October 18-29 - Teacher Judgment (Rating Form)

Phase II. November 1-12 - Parent Inventory Completion

Phase III. November 15-30 - Building Screening Committee
I.D. Matrix Rating
1. Teacher Judgment (MDSD)
2. I.Q. Score (Otis-Lennon)
3. Math Achievement (Local Stanine)
4. Reading Achievement (Local Stanine)

Phase IV. Follow-Up Parent Contact

As we continue in our screening process toward the goal of identifying our potentially ablest learners for a magnet school pilot program at grades 4 & 5, initially in math, science, reading and language arts education during the fall, 1983, I feel it important to map a suggested sequence and timeline.

Phase I Preliminary judgments will be made by our 3-4 grade level teaching staff taking into consideration each of our elementary students at these grade levels. These preliminary judgments will be passed to building screening committees for the third phase in the screening procedure.

Phase II of the input to complete the identification/screening process will be gathered from parents via the "Parent Inventory" form during early November when the most up-to-date information on the child's interests and behavior can be given.

Phase III serves as a further refinement of the identification process. Teacher judgment is quantified and cumulative folders of those students highly rated, are pulled for extraction of additional data. Two forms are used to record this added data on students: Pupil Data Form and Individual Identification Matrix. The "Pupil Data Form" records teacher judgment in each talent category of the MDSD, plus overall results on district administered achievement tests (STS). The individual Identification Matrix then, is used to plot other relevant data on recommended students to include: (1) Teacher Evaluation (MDSD); (2) I.Q. Score; (3) Individual Math Achievement Score (STS); and (4) Individual Reading Achievement Score (STS). The Matrix is arranged into four categories with four numeric spans.

* The attached screening process outline and sample matrix has been extracted from a memo from Chris Sny to the Elementary Principals, dated October 15, 1982. The purpose of this enclosure is to describe the sequence and document the process used to establish the talent pool of potential magnet school candidates.

Phase IV of the process, pending Board approval of the proposal, culminates in follow-up contact of parents of all talent pool members for the purpose of inviting them to attend a meeting at Harrison School, where additional information on the Magnet opportunity will be given. In addition, all parents who filled out a "Parent Inventory," whether or not their child was recommended by the building screeing committee, will be advised of the screening results.

For district uniformity of screening, these spans have been related to the measurement data according to the following scales:

Matrix Categories

Matrix Column	Teacher Evaluation (MDSD)	Group I.Q. Score	STS Math Local Stanine	STS Reading Local Stanine
1	146-148	120-124	6	6
2	150-157	125-129	7	7
3	159-170	130-134	8	8
4	172-196	135-140	9	9

After recording this data, screening committees simply add the matrix point results (1-4) and record the sum in the comments section.

SCHOOL DISTRICT OF JANESVILLE
Janesville, Wisconsin

Elementary

INDIVIDUAL
IDENTIFICATION MATRIX

Name ----- Sample

Measure	4	3	2	1	0	Score
1. Teacher Evaluation (MDSD)				146		1
2. Intelligence - I.Q. (Otis-Lennon Group Test)		130				3
3. Math Achievement (Local Stanine)	9					4
4. Reading Achievement (Local Stanine)		8				3
						11

Comments:

Matrix Total: 11

Parent Inventory: ____ yes ____ no

Recommend for Pilot Magnet School Program: ____ yes ____ no

Comments:

Recommendation for future alternate programming: (explain)

Average Talent Pool Member Profile

MDSD	I.Q.	Math Achievement	Reading Achievement	Matrix Total
156	134	8	7	11

CURRICULUM FOR GIFTED AND TALENTED STUDENTS

For gifted students, curriculum and its adaptations should be developed in accord with the aims and objectives that parallel the mental abilities and talents of these students. They should differ in degree of quality and excellence from those planned for the intellectually normal or slow learner.

Curriculum should provide opportunities for students:

To add breadth and depth to present knowledge.

To develop efficient reading and study skills.

To utilize problem solving techniques.

To develop and utilize critical thinking skills.

To develop and utilize creative abilities.

To deal with high level abstractions.

To converse with students of like abilities.

To participate in planning learning experiences.

To develop leadership abilities and to become followers.

To set and reach immediate and ultimate goals.

To develop self-discipline and a sense of social responsibility.

SCHOOL DISTRICT OF JANESVILLE

Curriculum Summary

The type of curriculum we propose is based on the Kranz Model for a differentiated curriculum for gifted. Instead of a vertical program which accelerates the student or a horizontal program which enriches the student, it is a diagonal program using aspects of both of the others as a springboard to learning through multi-dimensional themes and higher-level thinking skills.

The district K-12 Task Forces have studied various curriculums and proposed the following:

1. Reading - Compact the basal text through use of skill and section tests so that basal instruction is based on student need.

   Utilize thematic study in reading to provide opportunities to use higher-level thought processes on a regular basis.

   Suggested materials to accomplish this are Sunburst Communication "I Want to Know More About...Good Books", "Junior Great Books" and Inquiry Reading Projects.

2. Mathematics - Continue using CSMP, compacting material to provide more opportunity for expansion of math topics. There should be a continued emphasis on the computer, giving students the opportunity to go as far into programming as individual ability permits.

3. Science - Use materials from SAPA and Addison Wesley as a natural starting point for gifted students to probe more deeply and expand into individualized projects.

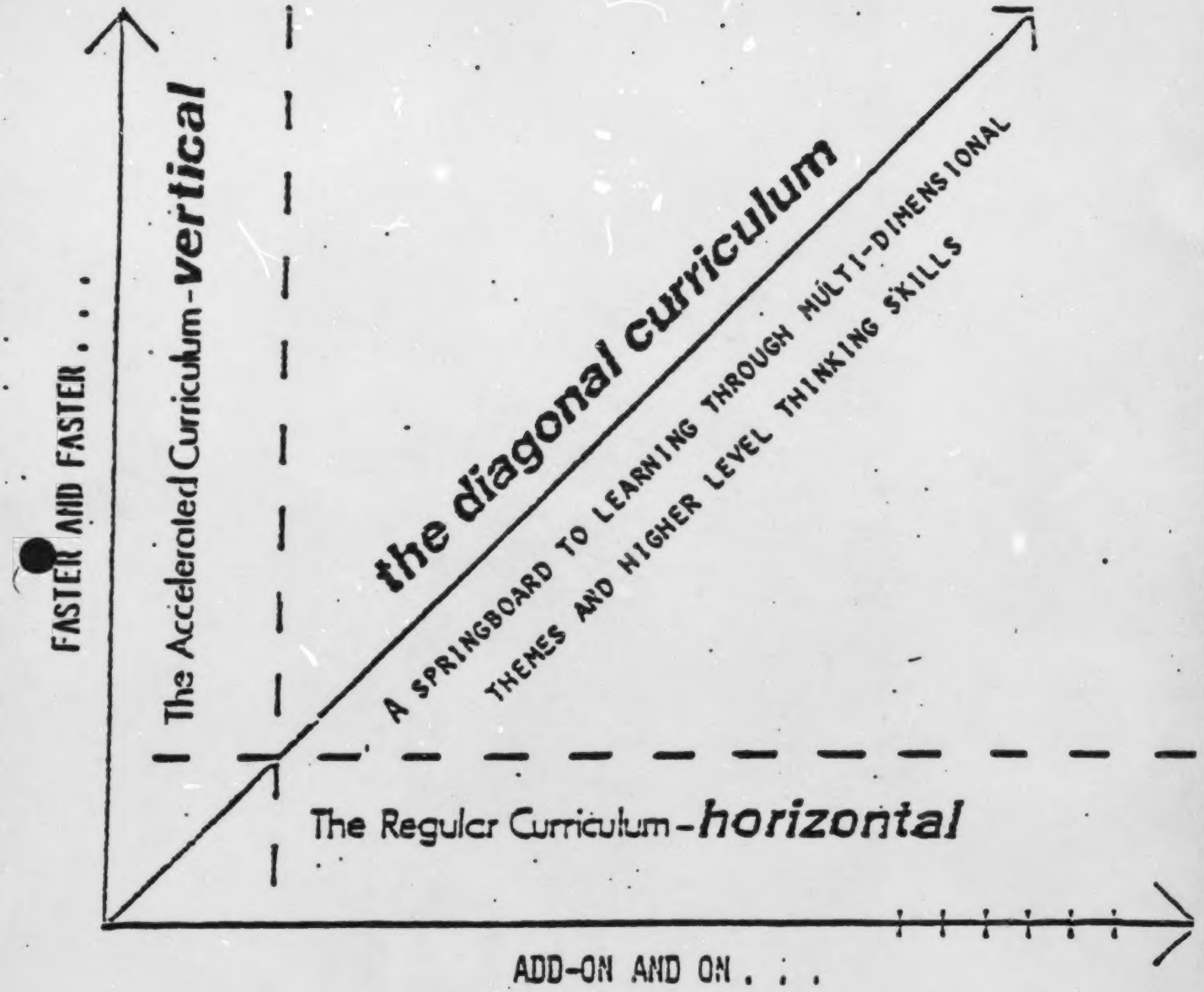
   Use critical thinking to synthesize relationships between science topics and other topics such as social studies.

4. Language Arts - Use a compacted program where pretesting could be used to determine pupil's needs. Apply these learned skills to various classroom activities. In spelling, concentrate on words with unusual spellings, create word banks and delve into word origins (etymology) and the history of languages.

   The program would also make wide use of community resources through various field trips and presentations by resource people.

   It is also planned that students will become involved in critical thinking programs such as, "Future Problem Solving" and "Olympics of the Mind".

   The students will also receive some responsibility for determining a portion of their own studies by selecting areas of interest through group brainstorming sessions and individual teacher-pupil conferences.


FASTER AND FASTER . . .
The Accelerated Curriculum - vertical
the diagonal curriculum
A SPRINGBOARD TO LEARNING THROUGH MULTI-DIMENSIONAL THEMES AND HIGHER LEVEL THINKING SKILLS
The Regular Curriculum - horizontal
ADD-ON AND ON . . .

THE KRANZ MODEL FOR A DIFFERENTIATED CURRICULUM FOR GIFTED

Reed, Kathleen --
Developing Critical Reading Skills: Middle School Strategies.
J. Meagher and W. Page Proceedings of the Third Annual Special Themes in Reading Conference (Vol. 3) Stoors, Ct.: University of Connecticut Reading Study Center, 1980, in press.

Taxonomy of Reading/Thinking Comprehension Skills

Knowledge

This is a literal level of comprehension. Students can list and define information. Data can easily be verified by referring to the print.

Comprehension

This is an inferential level of comprehension. By using the inferred clues of the author, the student is able to read between the lines to understand the author's meaning.

Application

At this level the student is able to put together information gathered at the Knowledge and Comprehension levels to solve a problem. This kind of problems solved at this level are more limited than might be expected at the higher levels of thinking.

Analysis

At this level students are able to take apart ideas and see how they relate to the whole. For instance, a student would be able to see how an author uses color words to slant his/her writing. Or the student would be able to distinguish between factual information that represents opinion. This level implies greater reader comprehension than any of the first 3 levels.

Synthesis

Students at this level are able to combine previously gathered information from many sources to solve complex problems. They can develop plans, hypotheses, generalizations and concepts based on investigation of numerous sources of information. The product of synthesis should be unique. However, it is important to emphasize that we mean unique in the sense that they are new, creative, thoughts on the student's part not in the sense that they are unlike anything else in the world.

Evaluation

At this level students can judge data or conclusions or make decisions about argument based on their own set of internal criteria such as taste or values or on external criteria such as formal logic or historical evidence. Students are able to judge the worthiness or appropriateness of something using some sort of criteria.

Purpose of Instruction

Analysis

- List statements that are either facts or opinions.
- Have students categorize statements.
  _____ It takes 40 gallons of maple sap to make 1 gallon of maple syrup.
  _____ A VW Rabbit is an inexpensive car.
- Supply a fact. Have students turn it into an opinion.
  Today the temperature was 85 degrees.
  Today was too warm.
- Have students collect brochures that advertise things such as cars. Have them list 5 facts and opinions found in the brochures.
- Type several paragraphs from a textbook. Have students identify factual information as opposed to information that represents an opinion.
- Have students identify and classify ads by the propaganda techniques that they employ.

Synthesis

- Collect ads that make claims. Direct students to plan a strategy that could test that claim. For example, have them test the claim that Sean's Homelike Bakery Donuts taste homelike.
- Students can write the endings to stories that you have started for them. Or they can write completely original poems or stories.
- Students can be directed to plan a scientific experiment that tests a hypothesis.
- Give students a real life problem and ask them to solve it.
  "There is too much fighting in the cafeteria during lunch periods. Devise a plan to help eliminate it."
  "Our principal has given us the task of helping the school committee determine how much food is being wasted in the cafeteria each week."

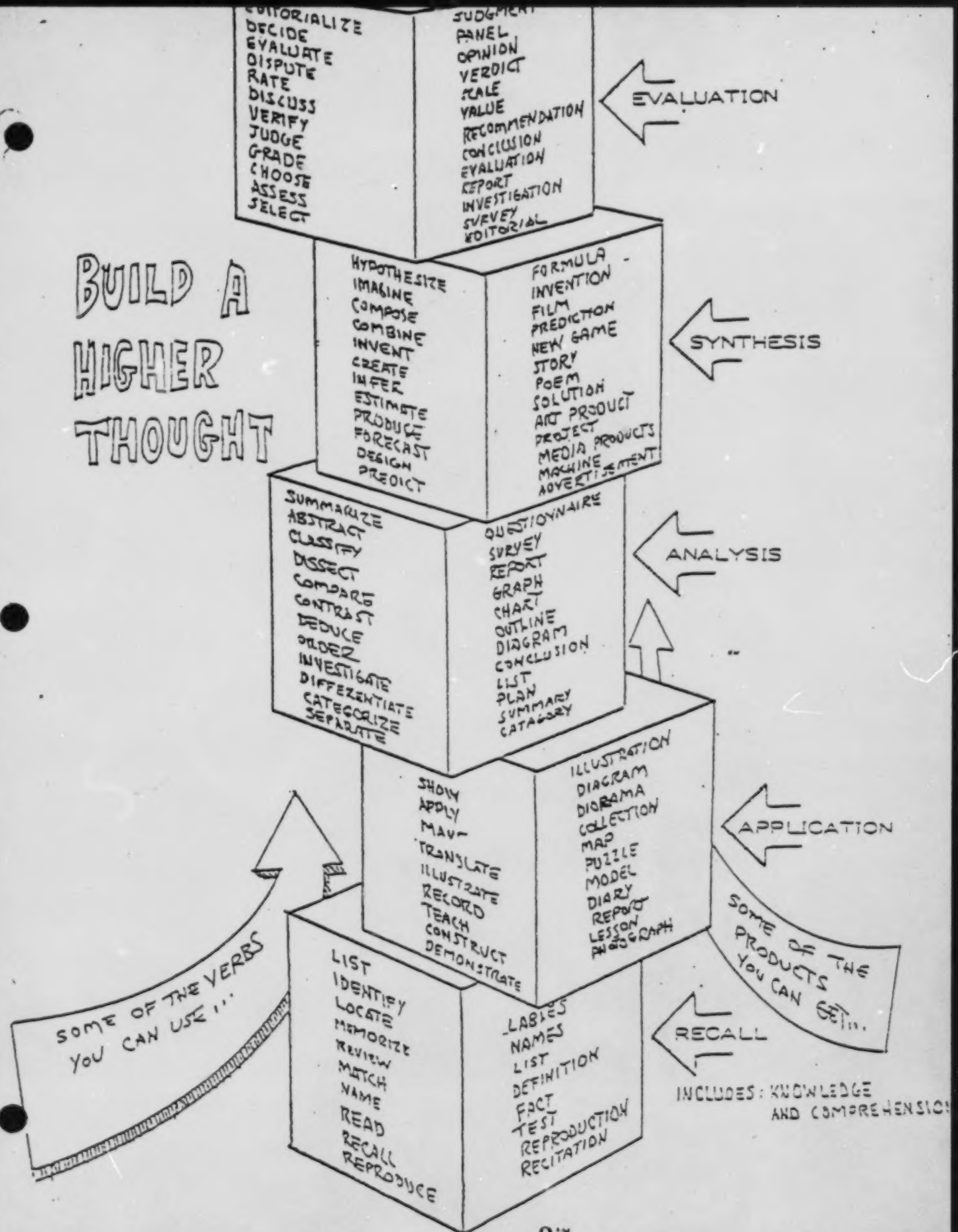
Evaluation

- Set up situations where students have to develop criteria to judge things. For instance, you might ask them to:

"You have been put in charge of awarding a certificate to the most outstanding athletes of the school. Set up criteria against which you will judge the contribution of each candidate. Name the top 3 candidates and defend each choice."

"Set up with the class the criteria that you use for assigning a grade to written work. After the students have completed their next written assignment distribute the papers so that 3 students each read the same paper. Have the students grade the papers and compare the results."

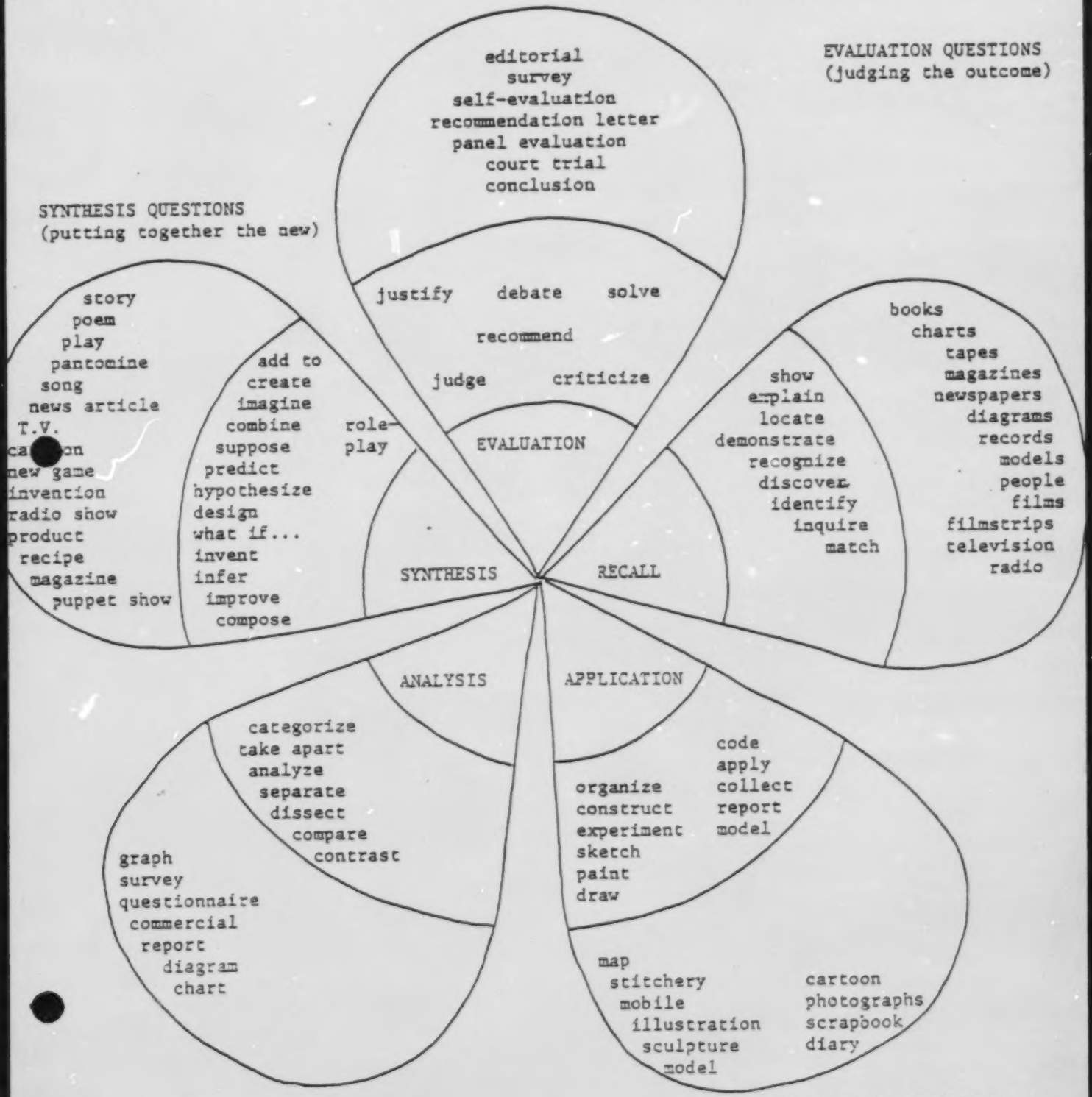
"The principal has agreed to give our class $75 to buy books for our classroom library. List the criteria we should use to select the books. Submit a list of the books chosen to the principal."


BUILD A HIGHER THOUGHT
EVALUATION
EDITORIALIZE
DECIDE
EVALUATE
DISPUTE
RATE
DISCUSS
VERIFY
JUDGE
GRADE
CHOOSE
ASSESS
SELECT
JUDGMENT
PANEL
OPINION
VERDICT
SCALE
VALUE
RECOMMENDATION
CONCLUSION
EVALUATION
REPORT
INVESTIGATION
SURVEY
EDITORIAL
SYNTHESIS
HYPOTHESIZE
IMAGINE
COMPOSE
COMBINE
INVENT
CREATE
INFER
ESTIMATE
PRODUCE
FORECAST
DESIGN
PREDICT
FORMULA
INVENTION
FILM
PREDICTION
NEW GAME
STORY
POEM
SOLUTION
ART PRODUCT
PROJECT
MEDIA PRODUCTS
MACHINE
ADVERTISEMENT
ANALYSIS
SUMMARIZE
ABSTRACT
CLASSIFY
DISSECT
COMPARE
CONTRAST
DEDUCE
ORDER
INVESTIGATE
DIFFERENTIATE
CATEGORIZE
SEPARATE
QUESTIONNAIRE
SURVEY
REPORT
GRAPH
CHART
OUTLINE
DIAGRAM
CONCLUSION
LIST
PLAN
SUMMARY
CATAGORY
APPLICATION
SHOW
APPLY
MAN-
TRANSLATE
ILLUSTRATE
RECORD
TEACH
CONSTRUCT
DEMONSTRATE
ILLUSTRATION
DIAGRAM
DIORAMA
COLLECTION
MAP
PUZZLE
MODEL
DIARY
REPORT
LESSON
PHOTOGRAPH
SOME OF THE PRODUCTS YOU CAN GET...
RECALL
LABLES
NAMES
LIST
DEFINITION
FACT
TEST
REPRODUCTION
RECITATION
INCLUDES: KNOWLEDGE AND COMPREHENSION
SOME OF THE VERBS YOU CAN USE...
LIST
IDENTIFY
LOCATE
MEMORIZE
REVIEW
MATCH
NAME
READ
RECALL
REPRODUCE

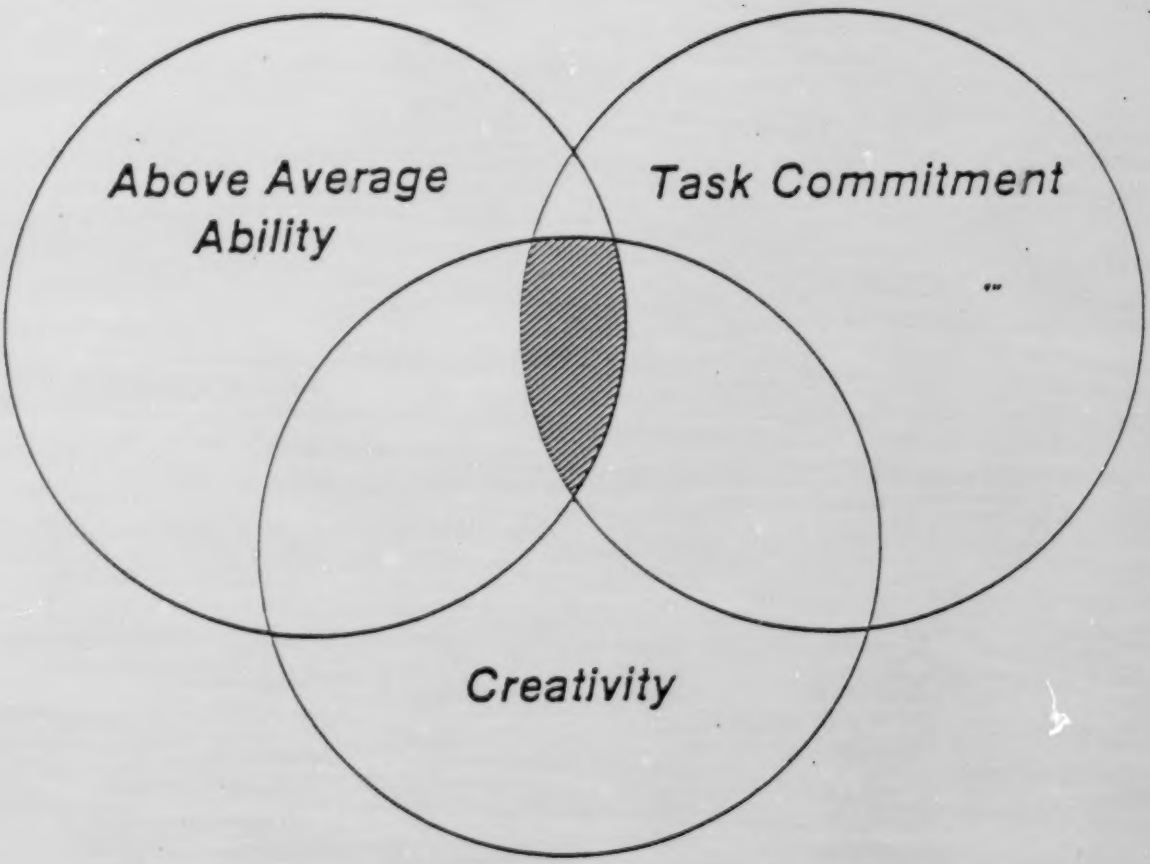
THE DESIGN PROCESS: THE "BLOOM"

Developing Thinking Skills Through Creative Learning Centers

Note to Teachers: The mastery of the characteristics of each level of thinking is a great help in writing better questions. As a teacher builds a learning center, he may use the "bloom" below to select verbs (process) and nouns (product) when writing questions at the various levels of thinking. Each petal shape represents one thinking level.



WHAT MAKES GIFTEDNESS



Renzulli, The Revolving Door Identification Model, Creative Learning Press, Inc., 1982

How does this relate to the gifted?

Following the definition presented by Renzulli (in the November 1978 Phi Delta Kappan article, "What makes giftedness? Reexamining a definition.") let's begin by addressing three basic components in giftedness:

1. Above average ability;

2. Creativity;

3. Task Commitment.

What are some of the characteristics usually associated with these three components?

Above average ability includes:

a. Good vocabulary
b. Good memory
c. Learns quickly, easily
d. Large fund of information
e. Abstracts and generalizes easily
f. Perceives similarities, differences, and relationships readily.

Creativity includes:

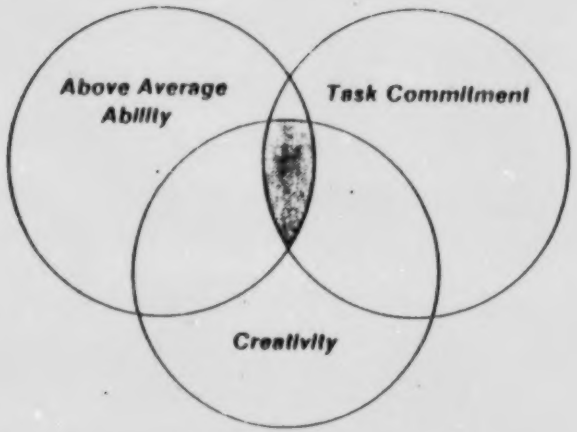
a. Fluent- thinks of many ideas or possibilities
b. Flexible - thinks of different kinds of ideas, sees things in different ways or perspectives
c. Original - thinks of new and unusual ideas
d. Elaborates- can add details, make ideas more complex, complete, interesting
e. Transforms and combines data and ideas
f. Sees implications

Task Commitment includes:

a. Intense involvement in problems, challenges (particularly self-selected challenges)
b. Concentrates for long periods of time when involved.
c. Creates, shares products
d. High level of energy, activity
e. Enthusiastic
f. Perseverant

Remember, of course, that this list is illustrative rather than exhaustive, and that it is descriptive (in a general, statistical sense) rather than prescriptive. Thus, many gifted student may also display characteristics not listed here, and few students may display all of these characteristics.

GRAPHIC REPRESENTATION OF THE DEFINITION OF GIFTEDNESS



*

General Performance Areas

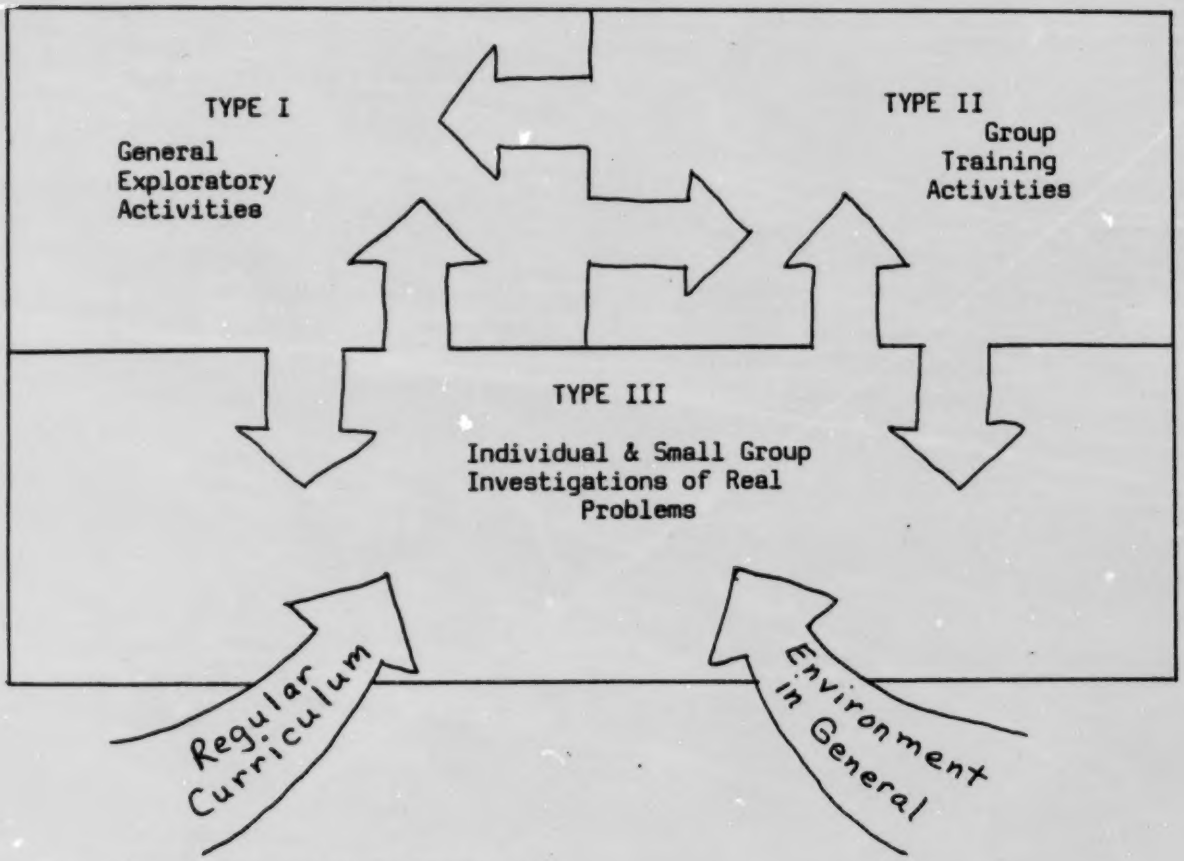
Mathematics	Visual Arts	Physical Sciences
Philosophy	Social Sciences	Law
Religion	Language Arts	Music
Life Sciences		Movement Arts

Specific Performance Areas

Cartooning	Demography	Electronic Music
Astronomy	Microphotography	Child Care
Public Opinion Polling	City Planning	Consumer Protection
Jewelry Design	Pollution Control	Cooking
Map Making	Poetry	Ornithology
Choreography	Fashion Design	Furniture Design
Biography	Weaving	Navigation
Film Making	Play Writing	Genealogy
Statistics	Advertising	Sculpture
Local History	Costume Design	Wildlife Management
Electronics	Meteorology	Set Design
Musical Composition	Puppetry	Agricultural Research
Landscape Architecture	Marketing	Animal Learning
Chemistry	Game Design	Film Criticism
Etc	Journalism	Etc
	Etc	

*This arrow should be read as "... brought to bear upon ..."

THE ENRICHMENT TRIAD MODEL



TYPE I - GENERAL EXPLORATORY EXPERIENCES

Increased opportunity to grow in interest areas; freedom to explore; self-analysis of interest experiences lead to further study; categorical interest centers visible in classroom with materials about topic; field trips with interaction with resource person.

TYPE II - GROUP TRAINING ACTIVITIES

Systematic development of thinking and feeling processes; emphasis upon process or operations, enabling student to deal more efficiently with content; use of models, such as Guilford and Bloom in program; simulations, games, open-ended situations requiring thinking "on-your-feet." Activities include productive thinking, value clarifications, commitment, inquiry training, sensitivity training; and awareness development.

TYPE III - INVESTIGATIONS OF REAL PROBLEMS

The student becomes an investigator of real problems; student is active in formulation of problem and method of attack; topic is of sincere interest; student becomes producer of knowledge rather than consumer; student has potential to become "real" professional; there is a concern for the development of a tangible product; an appropriate forum for the product is utilized.

Renzulli, J., "The Enrichment Triad Model: A Guide For Developing Defensible Programs For the Gifted and Talented," Creative Learning Press: Conn., 1977, p. 14.

MANAGEMENT PLAN FOR INDIVIDUAL AND SMALL GROUP INVESTIGATIONS

Prepared by: Joseph S Renzulli
Linda H Smith

NAME _____ GRADE _____

TEACHER _____ SCHOOL _____

Beginning Date _____ Estimated Ending Date _____

Progress Reports Due On Following Dates _____ _____ _____

GENERAL AREA(S) OF STUDY (Check all that apply)

__ Language Arts/Humanities __ Science __ Personal and Social Development

__ Social Studies __ Music __ Other (Specify) _____

__ Mathematics __ Art __ Other (Specify) _____

SPECIFIC AREA OF STUDY

Write a brief description of the problem that you plan to investigate. What are the objectives of your investigation? What do you hope to find out?

INTENDED AUDIENCES

Which individuals or groups would be most interested in the findings? List the organized groups (clubs, societies, teams) at the local, regional, state, and national levels. What are the names and addresses of contact persons in these groups? When and where do they meet?

1. _____
2. _____
3. _____
4. _____
5. _____

INTENDED PRODUCT(S) AND OUTLETS

What form(s) will the final product take? How, when, and where will you communicate the results of your investigation to an appropriate audience(s)? What outlet vehicles (journals, conferences, art shows, etc.) are typically used by professionals in this field?

METHODOLOGICAL RESOURCES AND ACTIVITIES

List the names & addresses of persons who might provide assistance in attacking this problem. List the how-to-do-it books that are available in this area of study. List other resources (films, collections, exhibits, etc.) and special equipment (e.g., camera, transit, tape recorder, questionnaire, etc.) Keep a continuous record of all activities that are a part of this investigation.

GETTING STARTED

What are the first steps you should take to begin this investigation? What types of information or data will be needed to solve the problem? If "raw data", how can it be gathered, classified, and presented? If you plan to use already categorized information or data, where is it located and how can you obtain what you need?

A complete description of the model utilizing this form can be found in: *The Enrichment Triad Model: A Guide For Developing Defensible Programs For The Gifted And Talented.* – Creative Learning Press, Inc. P.O. Box 320 Mansfield Center, Ct. 06250

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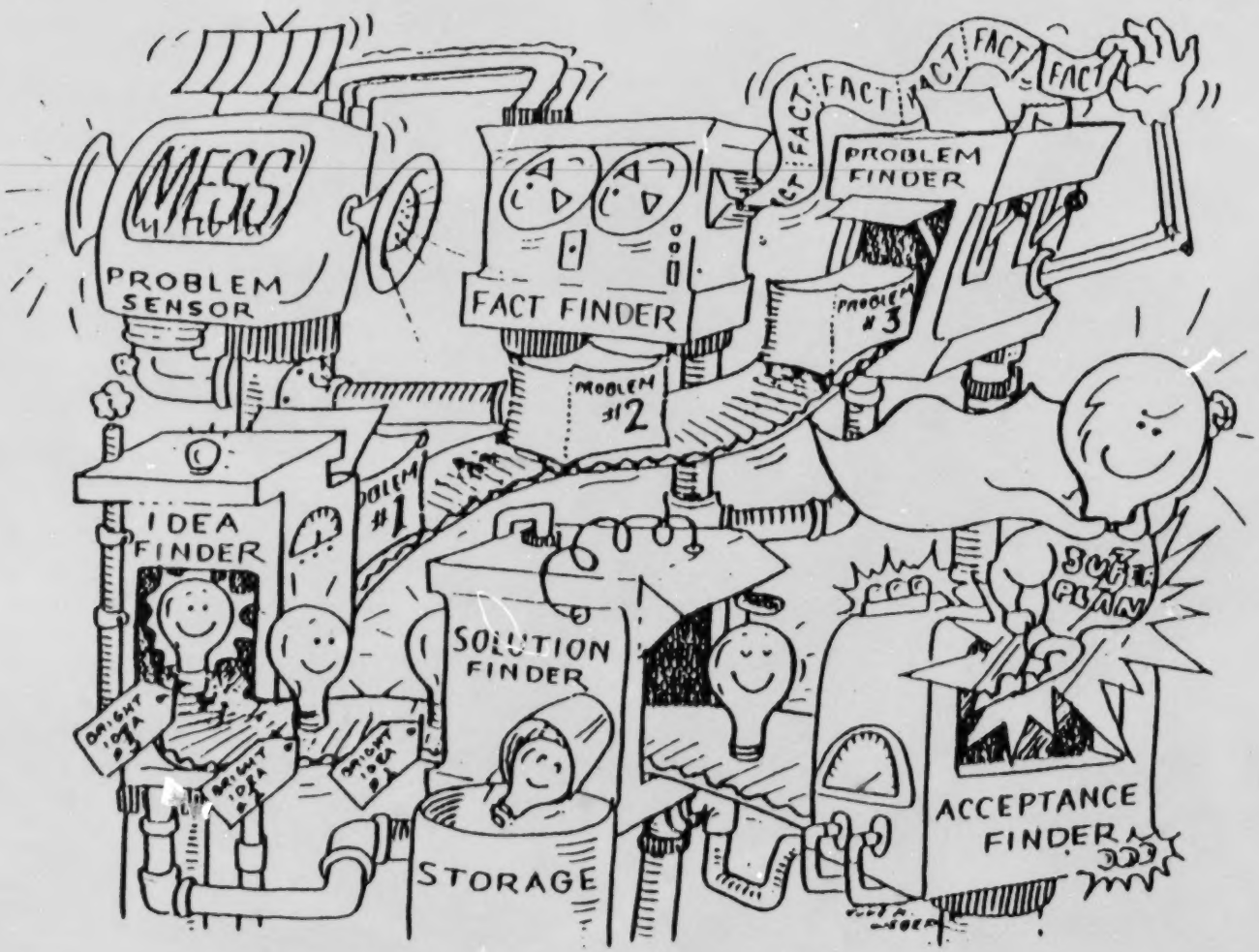
(Actual size: 11 x 17)

The Whole World Creative Problem-Solving Assembly Line



© 1980 CPS for KIDS - Bob Eberle - Bob Stanish - D.O.K. Publishers, Buffalo, NY 14214

STEPPING THE
LEVELS OF
CREATIVE
PROBLEM-SOLVING![1]

Level I — Sensing problems and challenges
Being alert to situations and conditions needing improvement
Noticing and getting the feeling that things are not as good as they should be

Level II — Fact-finding
Getting information as an aid to understanding the situation
Digging in and getting at the cause of things
Asking questions, finding out about it for sure

Level III — Problem-finding
Looking at the whole puzzle to see how the pieces fit together
Using facts to identify the parts of a big problem
Selecting and stating a manageable problem

Level IV — Idea-finding
Coming up with lots of ways to solve a problem. Thinking of ways that are different and far out. Thinking up things that nobody else will think of.

Level V — Solution-finding
Looking at our ideas to see which one might work
Coming up with some measures to see how good our ideas really are
Picking out the ideas that measure out as the best

Level VI — Acceptance-finding
Preparing a plan to put our ideas to work
Figuring out what needs to be done and how to do it
Finding out about other things that need to be improved

Note: The levels appear and should be taught in hierarchical or stair-step order. Each level is an outgrowth of the preceding level and follows in sequential order.

[1] The five stage process described by Parnes and his colleagues has been modified for use by children. (Parnes, 1967; Noller, Parnes and Biondi, 1976; and Noller, 1977).
Permission to reprint the five stage process appearing in Scratching the Surface of Creative Problem Solving, A Bird's Eye View of CPS (Noller, 1977) has been granted by the O. O. K. Publishing Company of Buffalo, New York 14214 and The Creative Education Foundation, Buffalo, New York 14222.

From: CREATIVE PROBLEM SOLVING by Dr. Sidney Parnes

TEACHER GUIDELINES FOR CREATIVE PROBLEM SOLVING

The Creative Problem Solving (CPS) process is based on the research and findings of Dr. Sidney Parnes and Dr. Alex Osborn.

Creative Problem Solving is a skill that can be learned and must be practiced like other skills. To insure a clear understanding of the steps of the CPS process at an elementary school age, it is advisable to work on the concept of each step independently and then put the steps together for the total process experience.

The steps of Creative Problem Solving are:

MESS - This is a few sentences describing the "problem situation.

Examples of mess process questions and comments:

Describe a situation you would like to change or that needs to be changed.

Think of one thing you would like to accomplish. Briefly describe it.

Is there a situation that really bugs you? Describe it.

Describe the situation as you see it.

FACT FINDING - Gather as many facts as possible about the situation.

Examples of guideline questions for fact-finding.

Who....
Which people are involved?
Who does this situation effect?

What...
List things that are involved.
What feelings or circumstances are related to this situation?

When...
When did this happen? (year, month, day, hour, etc.)
Are there any timelines or dates involved?

Fact Finding (continued)

Where...
Where is the physical location of this situation?
Are there any other places involved?

How....
How did the situation come about?
How come you or others are involved?
How has this situation affected other areas of your life?

PROBLEM FINDING - During this step specific problem statements are developed. The problem should be stated in as many ways as possible. Each statement should begin with the words, "In What Ways Might ...?" (IWWM...) State the problem from many points of view.

Examples of problem-finding questions:

State the situation - "IWWM...?"

What is an end goal?

Why do you want the situation solved?

What is a result of the situation?
Is there another way to deal with the situation or result?

Is it the result or situation that is most disturbing to you?

After several problem statements have been written down, choose the statement that you think states the problem situation best.

IDEA FINDING - Brainstorm many possible solutions for the problem statement. The emphasis is on producing a large number of varied ideas within a short period of time.

Examples of idea finding questions:

List as many possible solutions to the problem as you can think of.

What else might you do?

What fun things might you do?
(Relate the problem to a common sound or object.)

In what ways might a book relate to the problem?

SOLUTION FINDING - Set up criteria. Criteria are the guidelines, standards, or measuring stick one needs to consider when making the decision.

Examples of criteria generating questions:

What things do you need to think about in making this decision?

What standards must this decision meet?

What questions will others aks about your decision?

After many criteria have been listed, choose several you feel are the most significant. The criteria and alternatives can be put on a grid for weighing. Each alternative is weighed against each criteria and given a number value.

The grid can also be used as a guide, Maybe the idea you like the best, scores the lowest. The grid will show in which areas of criteria an idea is weak.

From all the possible solutions, one is chosen for implementation.

Example: Learning about our National Parks.

Rate:
5 - excellent
4 -
3 -
2 -
1 - poor

Alternatives	CRITERIA: time involved	cost	does it solve problem	practicality				total
camping	4	5	5	4				18
check out books	2	5	3	3				13
write to bureau of National Parks	1							

ACCEPTANCE FINDING - This step involves writing a plan of action for putting the solution into effect.

This plan should include in step form what needs to be done first, second, etc. Dates and times should be included for each step indicating when that step needs to be completed.

Examples of acceptance finding questions:

Who is involved?

What things are needed to sell and/or implement this idea?

What places are involved?

Which methods will be effective?

When are good times for selling and/or implementing this idea?

Why is this a good idea?

What problems might arise while trying to sell and/or implement this idea?

When all the steps are completed, it is not unusual to discover a whole new problem, especially if the original problem was complicated. The new problem is then taken through the process.

* *

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Madison, WI 53706
608/263-2829

SCHOOL DISTRICT OF JANESVILLE

TO: Chris Sny, Curriculum Coordinator

RE: Proposal from Language Arts Task Force Sub-Committee for Gifted/ Talented

SUBJECT: Magnet School Curriculum, 1983-84, Language Arts

The Gifted & Talented program will bring together students with exceptional academic potential from throughout the entire district. For that reason, this program must be seen as a district program; not an isolated entity.

Goals of the Program:

1. A specific language curriculum should be developed for Gifted and Talented students and a specific text identified that satisfies the expectation of the curriculum.

2. "Junior Great Books," although a reading program, does have language dimensions that would be appropriate for the gifted pupil.

3. Teachers should be encouraged and supplied with reference material to follow up on the T.V. series Think About and Word Smith.

4. In the area of spelling, we make the following recommendations:

   a. Begin use of lists of unusually spelled words for students that are gifted in spelling.

   b. Tie the spelling program to creative and other types of writing assignments. Create the child's own word bank with words misspelled in these writing assignments.

   c. Develop a program that looks into word origins and history of languages.

   d. Make use of a spelling program for Gifted & Talented - "Accel".

5. Computerized learning and equipment should be viewed as a vital aspect of this program. Provision should be made for appropriate hard and software so that bountiful teacher and student access exists.

6. Provisions for experiences in the area of speech, communications and drama should be made available to pupils in a gifted program.

7. The attached resources are listed as resource materials which can be used to fill in any voids. (Note: see attached lists of teacher reference, kits, and duplicating masters)

TEACHER REFERENCE

Good Apple Newspaper Good Apple

The Good Apple Creative Writing Book Good Apple

Fact, Fantasy, And Folklore Good Apple

The ABC's Of Creativity And Language Arts Good Apple

Thumbs Up Good Apple

Storytelling Good Apple

Sunflowering Good Apple

I Believe In Unicorns Good Apple

Secrets And Surprises Good Apple

The Newspaper As A Teaching Tool The Reading Lab.

Anchor sections 1, 6., and 7

The LEAF Project

Covering Creative Writing

Kid's Stuff Incentive Publication

The Wisconsin Writing Project, 1979 ed., Marjorie Smelstor

Guidelines For Creative Writing Jean Ullyette

Children's Writing And How It Grows Scott Foresman

Mad Libs Price/Stern/Sloan

My Own Book Price/Stern/Sloan

This Is My Opinion About... Linda and Albert Silbert

Guess What I'm Thinking Of... Linda and Albert Silbert

What Would Happen If... Linda and Albert Silbert

My Own Book Of Wishes... Linda and Albert Silbert

Exciting Writing Schaffer

Study Skills Schaffer

Book Reporting Schaffer

OVER

Individualizing Writing In the Elementary Classroom Iris M. Tiedt

Language Basics Plus Newsletter Harper & Row, Pub., Inc.

Developing Writing Skills Charles Packard

Creative English Journal

Project Bright a writing project for gifted children done in Watertown, Clintonville, Glendale, and Hartland % Don Battenberg, 104 N. First St., Watertown, Wisc. 53094

The Writing Corner Arnold Cheyney Goodyear Pub. Co.

Imagine That! Goodyear Pub. Co.

Imagination And Language Linda Wermuth Prentice Hall Learning Systems

Write Up A Storm Linda Polon and Aileen Cantwell Goodyear Pub. Co.

Springboards To Creative Writing Fred Christiansen Creative Teaching Press

Creative Writing Rocket The Learning Works

Creative Writing Round-Up The Learning Works

Cornering Creative Writing Imogene Forte

Listen To The Children IMED (Instructional Materials and Equip. Distrib.)

"If You've Tried To Teach Kids To Write...

Big Bite Of The World-Children's Creative Writing Claudia Savis Prentice Hall

Story Spinners volumes 1and 2 Creative Teaching Press

Writing: A Sourcebook Of Exercises And Assignments Educational Insights

If They Won't Write Ideal School Supply, Oak Lawn , Ill., 60453

A Celebration Of Bees Barbara Justen Ebenson Winston Press Inc., Minn. poetry

Nifty Innovations For Creative Expression Kaplan, Crawford, and Nelson

Instuctional Teaching Aides Series Love Pub. Co.

Pathways To Imagination Angela Reeke and James Laffey Goodyear pub. Co.

Wisconsin Writing Project '79 Marjorie Smelstor, Ed. Univ. of Wis.

TEACHER REFERENCE, CONT.

Individualizing Writing in the Elementary Classroom Iris M. Tiedt

Language Basics Plus Newsletter Harper & Row, Pub., Inc.

Developing Writing Skills Charles Packard

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Wisconsin Writing Project '79 Marjorie Smelstor, Ed. Univ. of Wis.

KITS

Poetry Pack Rat - Incentive Publications activity cards

Cemetery Box - Good Apple activity cards, gameboard, and record

Anything Can Happen - Good Apple record and activity book

Imagination and Me - Good Apple record and activity book

Colors of My Rainbow - Good Apple record and activity book

Good Apple Music Train - Good Apple record and activity book

Look At Me - Good Apple record and activity book

The Ballad of Lucy Lum - Good Apple record and activity book

Dandy-Lions Never Roar - Good Apple record and activity book

The Vocabulary Box - Educational Insights activity box

Read On - Educational Insights activity cards

Write On - Educational Insights activity cards

Fingerprint Funnies - Schaffer Publishers activity cards

How To Write A Poem - EyeGate Media, Inc. teacher's guide, filmstrips, cassettes

Perception Series - Educational Dimensions teacher's guide, fs., cass.

Write Like A Reporter - Educational Dimensions teacher's guide, fs., cass.

Write Now! - Coronet filmstrips, cassettes, masters

Slides - SVE slides, teacher's guide

Disney's Basic Writing Skills Program - Walt Disney Educational Media Co. filmstrips, records or cassettes, spirit masters, teacher's guide

On Location With Composition - Xerox Educational Publications fs., cass., guide

On Location With Grammar- Xerox Educational Publications fs., cass., guide

English Composition for Children - Pied Piper 5 part program fs., cass., discs

Imagine And Write - Wise Owl Publications task cards

Story Sparkers - Educational Insights task cards photograph on one side

Write Creatively - task cards

Poetry Box - Creative Classrooms activity cards

DUPLICATING MASTERS

Creative Writing For Gifted - Millikan guide

Creative Writing - Intermediate - Millikan transparencies

Instructional and Creative Composition - Instructional Curriculum Materials

Mostly Me - Good Apple

Writing About My Feelings - Good Apple

Career Caravan - Good Apple

Write On! volumes 1, 2, 3

Sharpen Your Senses - Linda Schwartz The Learning Works

SCHOOL DISTRICT OF JANESVILLE
OBJECTIVE PURSUIT PLAN

Subject Language
Grade

Level

Mapped Objective: 1.

2.

(Reading Objective #)

Sub-objective: #	Recommended Teaching Approach (es)	Recommended Student Activity (ies)	Thinking Level	Resources
1. Show that you can use skills of nonverbal communications; 2.	1. Teacher will lead group discussion on various types of non-verbal communications. 2. Resource person will demonstrate and teach some Braille and sign language communications 3. Resource person or group will demonstrate mime.	1. Students will invent a new means of non-verbal communications and teach others how to use it. 2. Brainstorm all ways people communicate non-verbally. Students will then learn some Braille and sign language communications. 3. Students will invent a panto-mime.	synthesis application evaluation analysis	TEXT WORKBOOK A.V. School for The Visually Handicapped.

SCHOOL DISTRICT OF JANESVILLE
OBJECTIVE PURSUIT PLAN

Subject Reading/Language
Grade
Mapped Objectives 1.
2.

Level
(Reading Objective #)

Sub-objectives #	Recommended Teaching Approach (ea)	Recommended Student Activity (les)	Thinking Level	Resources
1. Show your understanding of the importance of mass media to individuals and to large populations. 2. Demonstrate your ability to perceive effects of television.	The teacher will introduce the various kinds of mass media. 2. The teacher will assist students in the development of criteria for assessment of mass media. 3. Field trips and resource people to lend expertise to areas of mass media (TV, radio)	1. Students will differentiate the advantages and disadvantages of various mass media using P.M.I. techniques 2. Students will compare and contrast various mass media 3. Students will discuss the future of mass media 4. Students will critique the social value of different TV programs. 5. Students hypothesize a world without mass media.	Analysis evaluation synthesis	TEXT WORKBOOK/ Study Sheets Newscast-Interact A.V.

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SCHOOL DISTRICT OF JANESVILLE
OBJECTIVE PURSUIT PLAN

Subject Lang/Spelling
Grade _____

Level _____
(Reading Objective #)

Mapped Objectives: 1.

2.

Sub-objectives #	Recommended Teaching Approach (as)	Recommended Student Activity (les)	Thinking Level	Resources
1. Show your understanding of Latin and Greek prefixes by deriving the meaning of words. 2. Show that you can trace the history of a linguistic form (word).	1. Explain to the students that many of our words are derived from Latin and Greek words. List several affixes and roots on the chalkboard along with several words which are unknown to the students and contain one or more of these affixes and roots. Guide the students to analyze the parts of the unknown words and thereby deduce their meanings.	1. Students will analyze new words given by the teacher. They will break the words into their Latin or Greek affixes and roots and deduce their meanings. 2. Students will do research to discover at least 5 Latin or Greek roots. They will attempt to find unusual root/base words that they think no one else will find. 3. Students will help make prefix, suffix, and root cards. Then, in groups, students will use these cards to create (a) real words (in dictionary) and their meanings and (b) non-words and their meanings. 4. Allow students to do research on the jargon/special vocabulary used in a career area or hobby of their choice. Examine for Greek or Latin affixes and roots.	Analysis synthesis	TEXT 1. Word Orgins 2. Sections of MacMillan English Series WORKBOOK A.V.

SCHOOL DISTRICT OF JANESVILLE
OBJECTIVE PURSUIT PLAN

Subject Language
Grade 5
Level _____

Mapped Objectives: 1. The student will critically listen to a report given by peers in order to determine if the main idea is accurately supported by details. (Reading Objective #)
2. The student will read a report to a group of peers speaking in a sufficiently loud, expressive, using occassional eye contact, and holding paper below the face.

Sub-objectives #	Recommended Teaching Approach (ea)	Recommended Student Activity (lea)	Thinking Level	Resources
1. Make a judgement on techniques used by the speaker in an oral presentation. 2. Show that you can apply techniques for leading a discussion. 3. Show that you can participate in achieving the goals of a discussion group	1. Explain process of creative Problem Solving and collectively work through an example. 2. Discuss qualities for effective oral presentations.	1. Students will participate in 1 of 3 activities and participants will critique presentee. 2. Given a problem students will lead creative problem solving technique to resolve it. 3. Students will use the Newscast simulation activity to: a)investigate stories. b) write newscopy c) conduct interviews d) lead group discussion. 4. Present an oral report on a topic of student's choice. 5. Any other mutually agreeable option between student and teacher	Analysis synthesis evaluation application comprehension	TEXT 1. "Scratching the Surface of Creative Problem Solving, A Bird's Eye View of CPS" DOK Publishers 2. 3 R's For the Gifted WORKBOOK/Study Sheets Newscast-Interview A.V. English Composition Series 4 "Interviewing," Pied Piper

SCHOOL DISTRICT OF JANESVILLE
OBJECTIVE PURSUIT PLAN

Subject Language
Grade
Level
Mapped Objective: 1. (Reading Objective #)
2.

Sub-objective: #	Recommended Teaching Approach (ea)	Recommended Student Activity (lea)	Thinking Level	Resources
Show that you can make a variety of oral presentations.	Teacher will help students explore the uses of oral presentations for a specified purpose.	1) Students will list in writing different types of oral presentations they are familiar with. 2) Compare lists with each other until all duplicates are eliminated. 3) Take Master list and have them classify the different types of presentations according to a list of categories they have developed of purpose for oral presentations. 4) Student will select 2 types of oral presentations to give for a specified purpose. Example: a) to inform b) to teach c) to debate d) to report e) to judge 5) Have students establish criteria for what makes a good oral presentation. 6) Give first presentation and self critique as well as have other students evaluate according to the criteria established. Discuss any differences in the outcomes	Knowledge Comprehension Application Analysis Synthesis Evaluation	TEXT WORKBOOK A.V. All About Folktales, Pied Piper Literature for Children Series 1-4, Pied Piper English Composition, Series 4 "Taking a Stand," Pied Piper Group Toastmasters High School Speech Teacher Forensics Debate Team

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SCHOOL DISTRICT OF JANESVILLE
OBJECTIVE PURSUIT PLAN

Subject Language (continued)
Grade _____
Mapped Objectives: 1.
2.

Level _____
(Reading Objective ?)

Sub-objectives #	Recommended Teaching Approach (es)	Recommended Student Activity (ies)	Thinking Level	Resources
		7) Select an out-of-school oral presentation to attend and use established criteria to critique. Discuss results with class.		TEXT
		8) Give second presentation and critique as described in #6.		WORKBOOK
				A.V.

SCHOOL DISTRICT OF JANESVILLE
OBJECTIVE PURSUIT PLAN

Subject Language
Grade

Level
(Reading Objective #)

Mapped Objective: 1.

2.

Sub-objective: #	Recommended Teaching Approach (ea)	Recommended Student Activity (ies)	Thinking Level	Resources
Demonstrate your ability to combine concepts, principles, and generalizations by producing a simple newspaper (no less than one page) that includes one article of class (local) interest, one article of school (national) interest, one article of community (world) interest, and one article from each of the following sections: classified, sports, theater - entertainment, editorial and comics.	Guide discussion and arrange field trips and resource people.	1) Brainstorm - all the different types of newspapers (different purposes, circulation, etc.) 2) Students will gather information from various sources (friends, relatives) and see who can come up with the longest list or most unusual kinds of newspapers. 3) Students will decide what kind of paper to produce, what audience it would be aimed at and what purpose. 4) Field trip to newspaper(s) 5) Discuss their newspaper, what departments needed, jobs to be done, etc. 6) Students create own newspaper and circulate to its intended audience.	Synthesis Evaluation Analysis Application	TEXT Basic Skills in English Level E - Book 1 McDougell, Littell (Short Set) WORKBOOK/Study Sheets Newscast - Interact Wizards - Interact A.V. English Composition Series 4 - News Reporting - Interviewing Pied Piper Computer: Bank Street Writer (Scholastic)

SCHOOL DISTRICT OF JANESVILLE

TO: Chris Sny, Curriculum Coordinator

RE: Proposal for the Reading Task Force Sub-Committee for Gifted/ Talented

SUBJECT: Magnet School Curriculum, 1983-84, Reading

Introduction:

This program will bring together students with exceptional academic potential from throughout the entire district. For that reason, this program must be seen as a district program; not an isolated entity.

Goals of the Program:

A recent issue of "G/C/T" (Gifted/Creative/Talented) Magazine has stated "differentiated education for Gifted/Talented children does not take place only in the programs we label Gifted/Talented but in the total learning environment which such individuals experience." One goal of the Magnet School will be the creation of positive communication bridges between schools, staffs, students, and parents.

Gifted/Talented students have the potential for interacting with learning opportunities in qualitatively different ways. "Differentiation of instruction for the gifted is provided when program thrusts emphasize acceleration, depth, breadth, and creative opportunities far beyond the conventional (reading) curriculum" (Gifted Child Quarterly, Spring, 1980). A second goal, then, of the Magnet School will be to develop a program which will focus on the cognitive, affective, intuitive, and social needs of these students.

Program Scheduling:

It is recommended that a flexible reading/language arts timeblock be used instead of the usual one hour per day of reading so that indepth study and project work will be possible.

Program Materials and Components:

Reading skills outlined in the Consortium Mapping Model for the areas of decoding, vocabulary, comprehension, study and research skills, and literature skills will provide the base from which to develop specific goals and objectives of the program. The emphasis, however, in terms of time devoted, will be in the areas of literature skills, study and research, critical thinking skills in comprehension, and vocabulary meaning development.

Suggested Instructional Techniques:

1. Basal compacting through use of Skills and Section tests so that basal instruction is based on demonstrated student need for particular skills is recommended. Individual and small group work should be used to accomplish this need. Teachers should pretest and instruct the group on approximately one section per 9 weeks so that maximum time would be available for other recommended reading activities.

2. Thematic study in reading is recommended in order to provide opportunities to utilize higher-level thought processes on a regular basis; to afford students multiple opportunities for self-expression and creativity; to explore and probe relationships between other disciplines as they expand their base of knowledge, and to assist students in assuming responsibility for their own learning as they begin to master research skills.

   Literature study through the use of thematic reading units, which can be interdisciplinary in nature, and effective use of library materials are recommended teaching strategies.

3. Concrete experiences with audio-visual equipment and computers will allow students alternative opportunities beyond books by which to show mastery of a unit of study. Utilization of audio-visual equipment and use of the computer in doing simulations and basic programming will also enhance the basic curriculum.

Suggested Program Materials:

1. Sunburst Communications - "I Want To Know More About...Good Books" provides thematic reading and critical reasoning skill development using divergent and evaluative levels of comprehension.

2. Inquiry Reading Projects based on the theory found within Renzulli's Triad Model.

3. "Junior Great Books" program for development of interpretive abilities and sharing of information on a common reading experience.

4. Special units developed for Gifted/Talented students in a summer magnet curriculum writing workshop on:

   - effective time management
   - how to extract information from content area materials
   - test taking skills
   - effective notetaking and listening

5. In addition, we recommend participation in special programs for Gifted/Talented students to further learning, and provide opportunitiess to prepare for specific audiences, and develop self-expression:

- Statewide Competitons (The McGuffy Writer writing competition, Olympics of the Mind, and Future Problem Solving Program)
- Wisconsin Reading Association "Young Authors Program"
- Regular space in a daily newspaper as an opportunity for students to communicate with specific audiences
- Use of Mentors during Inquiry Reading Projects

Other Recommendations from the Task Force Members:

1. Acquisition of a variety of recommended reference materials for the district as well as the Magnet School Staff in the form of pamphlets, magazine subscriptions, (ie: "Games," "Good Apple"), and books.

2. Provisions for use of films and speakers in the fall of 1983 for districtwide inservice so that positive reception and communication of the program can be developed.

WHAT IS THE JUNIOR GREAT BOOKS PROGRAM?

Junior Great Books is a unique program of interpretive reading and discussion for students from second grade through high school. It is based on a method of learning called "shared inquiry". Discussion leaders - teachers and volunteers - center discussion on problems of interpretation to which they themselves are not sure of the answer. They view young people as partners in a joint effort to uncover new meanings in some of the outstanding works of literature of the past and present.

HOW DO STUDENTS BENEFIT FROM PARTICIPATING IN THE JUNIOR GREAT BOOKS PROGRAM?

Students in the Junior Great Books Program develop the habit of reading critically, interpreting what they read, and supporting their interpretations with ideas and facts from the readings.

The Junior Great Books Program develops the ability of students to think reflectively and independently, to listen to and consider opinions other than their own. Through shared inquiry, they are required to discover meaning for themselves in literary works, and to explain their opinions to others. In the process, they learn new ways of looking at themselves, their fellow-participants, and the world around them.

HOW DOES THE PROGRAM WORK?

Junior Great Books is designed for students reading at grade level or above. It may be organized for specially selected students, but it is most valuable when it is an activity for the entire class. At each grade level, students meet - usually once a week - for twelve sessions to discuss a story that everyone has read in advance. They gather around in a circle for discussions that last for 30 to 90 minutes, depending on the grade level. The discussions are led by two adult volunteers or, in a regular school class, by one teacher. All leaders have received special training in how to ask questions that encourage students to think about the meaning of what they have read.

During the meeting, the leaders help the group explore and resolve problems of interpretation to which there may be no single correct answer. For example, leaders of a second grade group discussing Jack and the Beanstalk may begin the discussion by asking the group to share with them an inquiry into whether Jack succeeds mainly by luck or by his own abilities. The leaders of a high school group discussing Sophocles' Antigone may ask "How much control does Antigone have over her own fate?" or "Under what circumstances does Sophocles believe a person has the right to disobey the laws and traditions of his community?"

WHAT ARE THE JUNIOR GREAT BOOKS READING SERIES?

They are collections of excellent traditional and modern stories, stories that warrant re-reading because you and the students will always find new ideas and meanings in them. Readings for each grade level are chosen by Foundation staff after study and comparison of stories from lists and collections compiled by reading specialists, state offices of education and library associations.

It is important that the stories should be fun to read and, at the same time, produce extended discussion. To make sure that each series is suited to the interest and reading level of a particular grade, many of the selections are

tested in advance by members of the Foundation's staff or by volunteers and teachers. To date, this process of evaluation has resulted in three major revisions of the readings.

A COURSE TO IMPROVE READING COMPREHENSION

In addition to the reading selections, each Junior Great Books series includes a short course on interpretive reading - statements and exercises on shared inquiry that are designed to teach and reinforce reading comprehension and discussion skills. Both teachers and volunteers will find this material a valuable way to improve their students' reading ability and to increase participation in the discussions.

SCHOOL DISTRICT OF JANESVILLE
OBJECTIVE PURSUIT PLAN

Subject Reading
Grade

Level
(Reading Objective #)

Mapped Objective: 1. The students will skim, take notes, summarize and outline information of a short selection in their own words while doing research.
2.

Sub-objective: #	Recommended Teaching Approach (ea)	Recommended Student Activity (les)	Thinking Level	Resources
1. Show that you can apply reading techniques to take notes. 2. Show that you can prepare various types of outlines. 3. Demonstrate your ability to combine concepts, principles and generalizations by producing a factual report from notes and an outline.	1. Introduce students to linear and non-linear notetaking. 2. Once students are well underway with their investigations, introduce the idea of deciding on how to share their information with the class. "What form will you use to organize your data?" 3. You, the teacher, may require that the students write a composition as well as share data via an oral report, story, poem, song, art project, etc. An outline and notes of the product may be required of the students. 4. Give students an allotted sharing time; allow time for questions. 5. Introduce students to computer program "Bank Street Writer" through large group or tutorial approach.	1. Discuss what is research, why do people do it, and what good is it? Compile data and bring back to group. Decide on an area student feels need more research and talk about information sources available to use. 2. Students will design a method to share their data and the conclusions that they have reached after performing their self-investigations. 3. Students will share their information with the class and answer questions from their classmates. 4. Students may use "Bank Street Writer" to aid them in writing and editing their report. 5. Students decide who would benefit from information in report and share with appropriate audience.	Synthesis Analysis Evaluation	TEXT 1. English Book 6 MacMillan 2. 3 R's for the Gifted WORKBOOK/study sheets Newscast-Interact A.V. Computer Scholastic Bank Street Writer

SCHOOL DISTRICT OF JANESVILLE
OBJECTIVE PURSUIT PLAN

Subject Reading

Grade

Level

Mapped Objective: 1. The students will recognize story elements: setting, plot, theme, climax and mood.
2. The students will evaluate information and sources by considering their appropiateness and accuracy.

(Reading Objective #)

Sub-objective: #	Recommended Teaching Approach (es)	Recommended Student Activity (ies)	Thinking Level	Resources
1. Demonstrate your ability to perceive the author's intent and/or point of view in literary selections. 2. Demonstrate your ability to perceive mood and tone in literary selcetions. 3. Make judgements involving the comparison of reading selections to personal experiences.	1. Choose selections for students to read. 2. Record their ideas during brainstorming. 3. Be resource to students for reason for debate. 4. Introduce idea of mood or tone and make sure students understand.	1. Read a given selection and brainstorm all the different intents or points of view the author could have. 2. Choose one of these (intent, or point of view) which is controversial, take sides, and debate the issue using evidence from the story. 3. Locate 3 stories that exemplify a particular mood or tone. 4. Write on one side of 3X5 card a word that describes the mood of each story. On the other side of each card, write selected words frm the story you think the author used to create this mood. 5. Find a partner and take turns reading words off of one card until your partner can guess what the mood of the story was.	Evaluation Analysis Synthesis	TEXT 1. Jr. Greet Books 2. I Want to Know About Good Books II,III - Sunbirst 3. Short Novel Sets 4. Random House Pacemaker 5. Super Seven 6. Book Bogglers 7. Literature - Based Readi Program for Gifted Student 8. In Other Words - A Jr. Thesaurus 9. 3 R's for the Gifted A.V. English Composition Series Pied Piper Computer Sunburst Newberry Winners

SCHOOL DISTRICT OF JANESVILLE
OBJECTIVE PURSUIT PLAN

Subject _____
Grade _____
Level _____
Mapped Objective: 1. (Reading Objective #)
2.

Sub-objective: #	Recommended Teaching Approach (es)	Recommended Student Activity (ies)	Thinking Level	Resources
		6. Use these same words to create a story with the same mood. (Additional words can be added.) 7. Brainstorm 2 sets of personal experiences a) typical for your age b) things that could happen, but would be unusual Have students find stories that relate to these experiences.		TEXT WORKBOOK A.V.

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SCHOOL DISTRICT OF JANESVILLE
OBJECTIVE PURSUIT PLAN

Subject Reading
Grade

Level
(Reading Objective #)

Mapped Objective: 1. The students will identify topics, subtopics, and references, table of Contents, or an encyclopedia.
2. The students will use maps, charts, globes, diagrams, illustrations, and graphs to locate information.
3. The students will locate, read and combine material from 2 separate sources of reference.

Sub-objective: #	Recommended Teaching Approach (ea)	Recommended Student Activity (les)	Thinking Level	Resources
Show that you can use reference material to find information.	1. Instruct students to list all the resources they can think of which will aid them in their investigation. Encourage the students to broaden their idea of resources to include people, microfiche, tapes, magazines, etc. in addition to books. Strive for flexibility. 2. Ask the class to brainstorm general criteria for a good resource. Examples: easy to locate, easy to use, specific information on my topic, contains a bibliography tec. From this list, each student can add more specific criteria that apply to his/her topic. Ask each student to choose the five most important criteria for evaluating possible resources <u>for his/her particular topic.</u>	1. Each student will make a list of resources and a list of criteria for a "good" resource for his/her specific topic. 2. S/he will then list at least three of his/her best resources and the reasons for his/her choices. 3. Student will go back to last report they wrote and find 3 sources of information they didn't use. Go to those sources and see what they would have added to the report and be prepared to tell the class about what they discovered.	Analysis Evaluation	TEXT 1. Tall Tale Reference Book 2. The Supernatural Book Lures 3. 3 R's for the Gifted WORKBOOK/ Study sheets Newscast-Interact A.V.

SCHOOL DISTRICT OF JANESVILLE
OBJECTIVE PURSUIT PLAN

Subject Reading
Grade

Level
(Reading Objective #)

Mapped Objective: 1. The student will distinguish various forms of literature: tall tales, folk or fairy tales, fables, myths, legends, autobiography, biography, historical fiction, fiction, poetry and plays.

Sub-objective: #	Recommended Teaching Approach (es)	Recommended Student Activity (ies)	Thinking Level	Resources
Show your understanding of genere by classifying literary selections.	Teacher and/or students will explain qualities of various forms of literature and give examples of each.	1. Read examples of each form of literature 2. Compare two or three different forms of literature and evaluate according to certain criteria established by children. (Example Did it have a good ending and keep me interested) 2. Have students alter an important story element of one of the above, and create a new story incorporating the altered element. 4. Create a new story built around the altered element. 5. Read various forms of literature. Have students pick their favorite and create an advertising campaign to sell it to others. 6. Compose an original form of literature using The Bankstreet Writer	Evaluation Synthesis Analysis	TEXT 1. Activities With Myths 2. Activities With Folktale and Fairytales 3. Tall Tales Research Book Book Lures WORKBOOK A.V. Poetry - McDonald Read Comprehension English Composition Series 3 and 5 Pied Piper A.V. Computer Scholastic Bankstreet Writer

SCHOOL DISTRICT OF JANESVILLE

TO: Chris Sny, Curriculum Coordinator

FROM: Math Task Force Sub-Committee

RE: Curriculum for the Gifted, 1983-84, Mathematics

A Proposal From The Math Task Force

Although we have just gotten started investigating the possibilities for expanding the mathematics curriculum for work with the gifted, we have discovered several basic components such a program should include.

First, the Comprehensive School Math Program is a fine core for teaching mathematics to the gifted. Its open-ended structure lends itself beautifully to this group. However, the frequency of repetition built into this program can be significantly reduced. This would not only gain time for additions to the curriculum, but would keep CSMP sufficiently interesting and challenging for these youngsters.

Another component we'll definitely include is that of computer involvement. This involvement would go beyond "literacy" to using both the LOGO language and BASIC to explore various concepts of mathematics. Each individual should be permitted to go as far into programming as his or her ability permits.

Finally, research into giftedness is varied and rarely agrees on individual curricula. It does, however, agree that such youngsters should be included in decision making about their lives and education. Our planning for expansion, therefore, should include student ideas and desires. Our task force should only specify the cognitive and affective goals, leaving the specific curricular topics for achieving those goals to the teachers and students involved. Much of this type work should be interdisciplinary using the Kranz diagonal curriculum model.

District unit leaders, in a recent survey, have suggested many topics from which themes for study could be developed. These are only a partial list; the possibilities are unlimited:

Archeology and Dating	Astronomy
Future Problem Solving	Geology
Architecture	Oceanography
Synthesizing Music	Scale-drawing
Meteorology	Chemistry

SCHOOL DISTRICT OF JANESVILLE
OBJECTIVE PURSUIT PLAN

Subject Math
Grade 4

Level _____

Mapped Objective: 1. The learner will show a knowledge of simple plane and geometric figures.
2.

(Reading Objective #)

Sub-objective: #	Recommended Teaching Approach (ea)	Recommended Student Activity (lea)	Thinking Level	Resources
Show that you can construct and measure geometric figures and models.	Following the CSMP geometry strand, the teacher will expand concepts to other geometric figures.	The student will classify and construct various geometric figures using compass, translator and rulers. 1) The students will develop a criteria list to evaluate their own geometr figures. The evaluation form will assess the plane and geometric figures as to regularity, as well as other factors they've identified. 2) The student will use the geometric tools to extend and create interesting figures. Extend this to a study of Modern Art and its relationship to geometry and math.	Analysis Synthesis Evaluation c	TEXT CSMP WORKBOOK CSMP A.V. Computer: MECC "Elementary Geometry: Volume 1, Volume 8 (Volume 9)"

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SCHOOL DISTRICT OF JANESVILLE
OBJECTIVE PURSUIT PLAN

Subject Math
Grade 5

Level _____
(Reading Objective #)

Mapped Objective: 1. The learner will solve computation problems dealing with measures in the Metric and U.S. Customary Units.
2.

Sub-objective: #	Recommended Teaching Approach (es)	Recommended Student Activity (ies)	Thinking Level	Resources
Show that you can use addition and subtraction with measures.	Following the CSMP instruction of the Measurement strand; the teacher will initiate activities to create situations requiring students to add and subtract the results of their measurements.	The students will accurately measure, compare and combine the results. Students will apply measurement skills to real life situations: 1) Placement and size of furnishings 2) Designing and measuring a landscape design 3) Using measurement skills to calculate the amount of lemonade sold at an imaginary lemonade stand on a very hot day near a factory 4) Pretend that they are going to design and create a special cake for the President's birthday. Measure and calculate size. How many cake mixes would be required? 5) Design a new system of measurement and use it. Teach someone else to use it.	Analysis Synthesis Evaluation	TEXT CSMP WORKBOOK CSMP A.V. Community: Builders Interior Decorators Landscape Architect

SCHOOL DISTRICT OF JANESVILLE
OBJECTIVE PURSUIT PLAN

Subject Math
Grade 5

Level _____

Mapped Objective: 1. The learner will convert numbers to equivalent numerals using whole numbers, common fractions, decimal fractions, and percents. (Reading Objective #)

2. The learner will be able to use two or more arithmetic operations to solve word problems involving whole numbers, fractions and/or money.

Sub-objective #	Recommended Teaching Approach (ea)	Recommended Student Activity (les)	Thinking Level	Resources
1) Show that you can solve life problems relating to consumer needs. 2) Show that you can solve problems in percentage.	The teacher will construct and teach a unit on budgeting and bookkeeping and percentage.	The student will apply the concepts of budgeting and bookkeeping in simulation game situations. 1) The students will be assigned an amount of money and required to keep an account of how a family might spend it over a period of a week 2) The students will experiment with keeping an account book for a small business such as a paper route, figuring collections as well as profits. 3) Repeat 1 and 2 but project into the year 2021. Decide what expenses would be like then. 4) The students will use their math and bookkeeping knowledge to create an imaginary "Million Dollar" business - variation on the Toothpaste Millionaire.	Application Synthesis Evaluation	TEXT WORKBOOK The Tax Monster by Good Apple, Inc. Survival Skills by Pied Piper Productions A.V. Community: Accountant Games: Consumer, Shopping Bag, Bank Account, Budget

CSMP

COMPREHENSIVE SCHOOL MATHEMATICS PROGRAM

Handbook for Parents

Janesville Public Schools

CSMP

is

BASIC MATH PLUS

The mathematical development of:

- Understanding of Concepts
- Logical Reasoning
- Organizational Skill
- Analytical Skill
- Creative Thinking
- Interest in and enjoyment of the world of numbers

Introduction

It is not possible to explain the Comprehensive School Mathematics Program (CSMP) and do justice to it in a short pamphlet. A written description cannot be a substitute for experiences in working the problems as the children do. Only then can there be some understanding and appreciation for the kind of thinking that the program originates and develops.

For parents who were unable to attend the orientation, this will introduce the basic workings of the three languages used in the program. Parents who were at the meeting may find this pamphlet useful as a refresher.

The three languages of CSMP are non-verbal, requiring no memorization of technical terms. They are graphic, making difficult mathematical concepts understandable and available to children at an earlier age. They are inherently interesting to children, motivating them to perform many calculations without dull and tedious drill. CSMP appears to place little emphasis on skills because it does not resort to drill. However, drill is there -- not on pages to be copied or sheets of problems to work -- but placed within situations so interesting it may not be recognized as such. The ability to calculate is needed to respond to the situation: to win the number game, to identify the secret number in a detective story, or to build a number road (an arrow picture).

The three languages are:

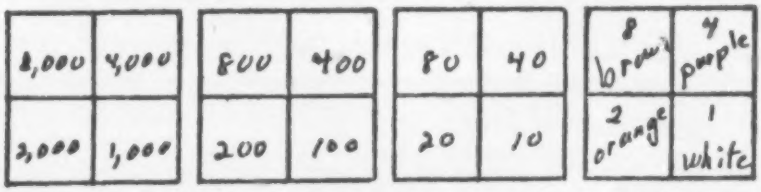
1. The Minicomputer
2. The Language of Arrows
3. The Language of Strings

I. The Minicomputer

The purpose of Minicomputers is not only to perform calculations. The minicomputer allows very young children to perform relatively difficult computations long before they know how to calculate with pencil and paper, for example, $\begin{array}{r} 15 \\ +55 \\ \hline \end{array}$.

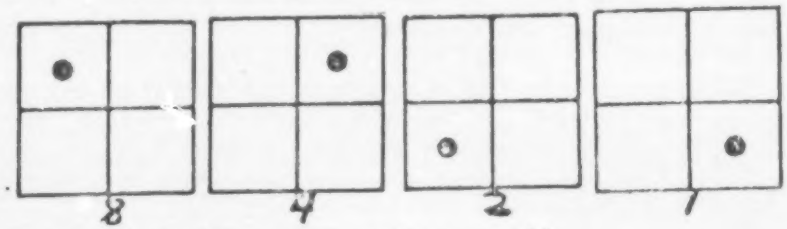
However, experiences with the minicomputer suggest how the written procedures come about. From that moment the minicomputer is no longer a calculating device, but is used for introducing more advanced topics such as negative and decimal numbers, for working interesting problems, and for alternative ways to represent a number.

Minicomputers show positional structure:



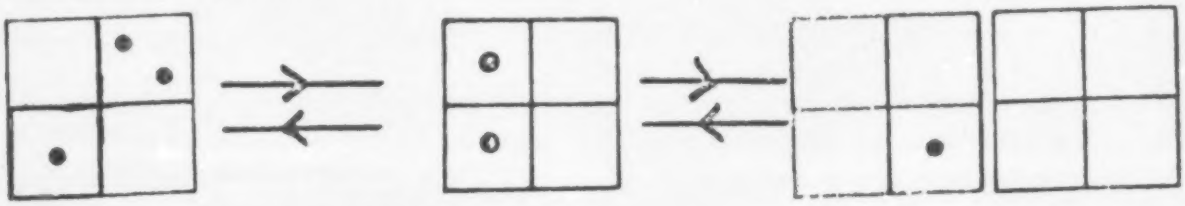
Each board repeats the same color code. Each square is double the value of the previous square.

A disc in a square represents that number:



The above illustrates the number 8,421.

Some ways to represent 10:



Equations can then be written.

4+4+2 = 10
(2X4) + 2 = 10
6+4 = 10

8+2 = 10

10 = 1 ten and 0 ones

II. The Language of Arrows

This is a pictorial language used to show mathematical relations and functions including, (but not restricted to) adding to, subtracting from, multiplying by, and sharing equally among. It models the fundamental processes and makes them graphic.

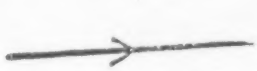
Arrows are color coded. Dots can stand for people, animals, numbers, and so on.

In early grades the process of thinking about relationships is developed non-numerically as in the following example.

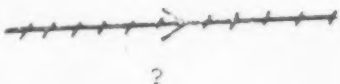
The dots stand for children on a playground.
In this case all arrows are drawn. None are missing.
This ——→ means "you are my sister".

Which dots are boys? Which are girls? Are any of the boys related? *

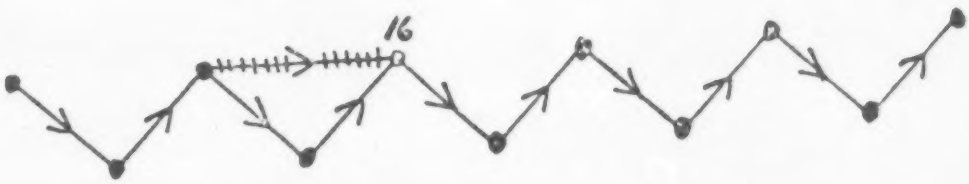
This arrow problem requires counting by 4's, 8's, +4, +8, -4, -8 and is also used for practice in X4, X8.

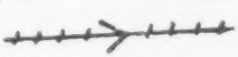


+4



?



Problem: label each dot and put in all of the arrows possible. (There are 9.)
This arrow  stands for ____?____.

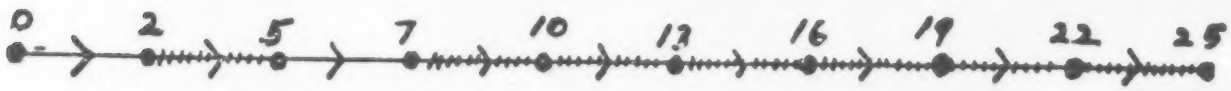
* For answers, see last page.

A numerical problem and some typical solution pictures:

Problem: Can you mail a package that needs 25¢ postage if you have only 2¢ and 3¢ stamps? How would you do it?

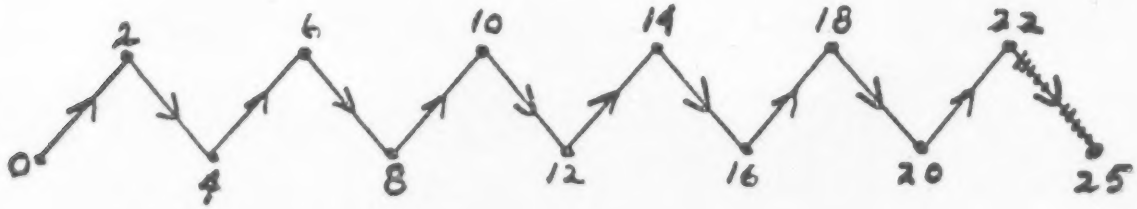
Answer: Five 2¢ stamps and five 3¢ stamps

OR



Answer: two 2¢ stamps and seven 3¢ stamps

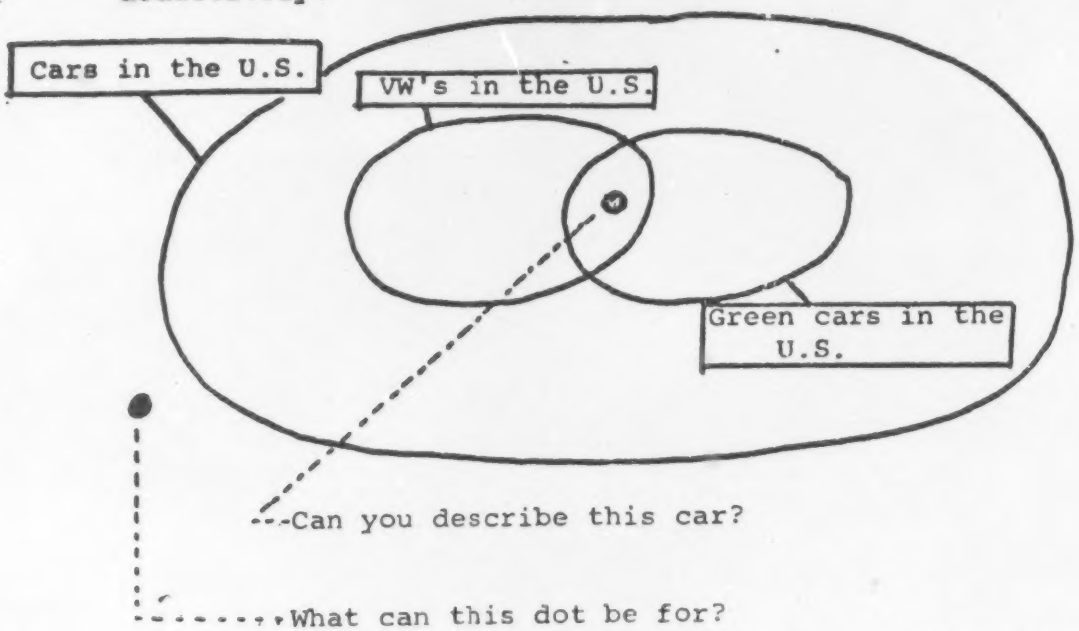
OR



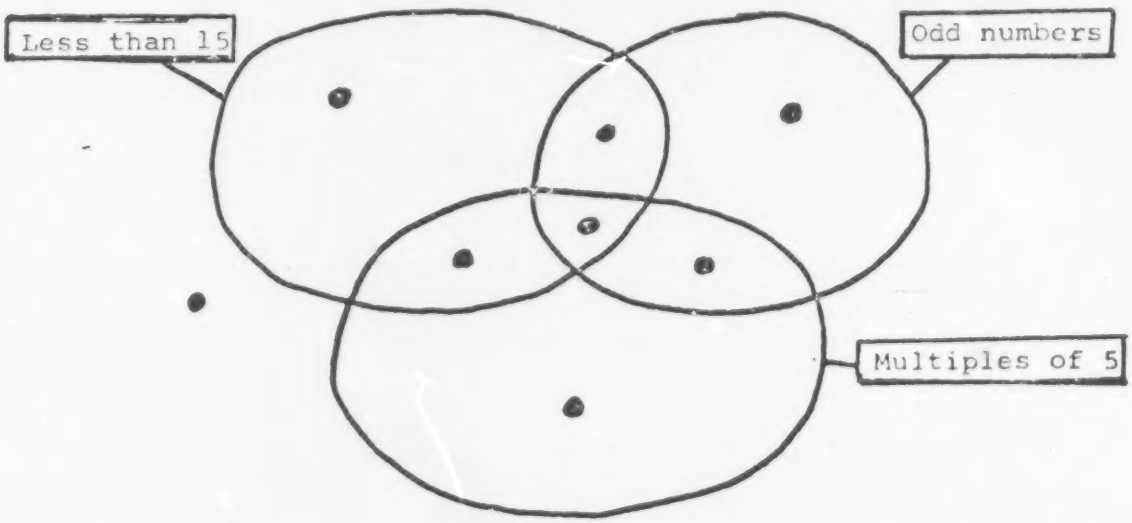
Answer: eleven 2¢ stamps and one 3¢ stamp.

III. The Language of Strings

This language is for collecting and classifying data. It enables precise descriptions of and accurate recording of thinking about the classification of objects. This language teaches children how to analyze, synthesize, and reason deductively.


Cars in the U.S.
VW's in the U.S.
Green cars in the U.S.
Can you describe this car?
What can this dot be for?
Where would your mom and dad's car be in this picture?

Label the dots below using these numbers: 10, 12, 20, 1, 21, 5, 15, 18.



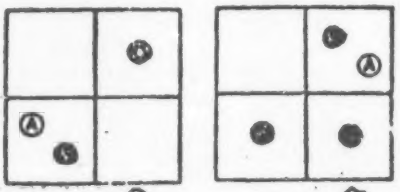
Note: circles are color coded.

Some Other Examples and Information

1. Negative Numbers

A negative number in CSMP would be represented by using a sign over the number. For example, negative nine is written $\hat{9}$ and not -9, which the children may confuse with the minus process.

It is useful, interesting, and in some cases easier, to work problems on the minicomputer with negative numbers. (^) indicates a negative number.



60 + $\hat{20}$
60 - 20
40

7 + $\hat{4}$
7 - 4
3

$67 + \hat{24} = 67 - 24 = 43$

2. The Use of Calculators in CSMP

Some lessons in the CSMP curriculum require only two hand calculators in the classroom. The teacher is provided with these. Other lessons suggest that, if possible, each child have one. Children are encouraged to bring a calculator to school if one is available to them.

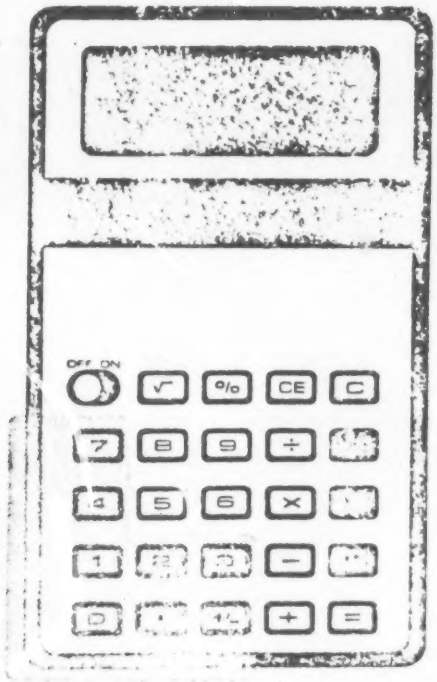
Hand-calculators are used for certain lessons in CSMP. They are <u>not</u> left in the hands of the children so they can be used for ordinary calculations.

Calculators, when used creatively, can have a remarkably beneficial effect on the student's interest in and understanding of arithmetic. They are used in several ways:

a. As a context for posing situations leading to the discovery of important mathematical properties and new numerical notions such as negative numbers, decimals, multiples and so on.
b. To provide opportunities for interesting exercises in mental arithmetic.
c. To allow the children to make and test conjectures, an area into which the students would not otherwise venture because the quantity of computation involved would be overwhelming.

The following are examples of calculator exercises which require mental arithmetic. (intermediate grades)

Students are asked to tape some of the calculator keys so they cannot be used as in the illustration.



Problem: Put 400 in the display of your calculator by pushing any of the remaining buttons.

Some solutions:

[999] [-] [599] [=] (400) OR

[88] [-] [8] [=] (80) [X] [5] [=] (400)

Another Problem: Put 0.5 on the display. Pretend each push costs 1¢ and try not to spend more than 10¢.

Some solutions:

[5] [+] [=] [=] (15) [÷] [5] (3) [÷] [6] [=] (0.5)

(10) (15)

That costs 9¢

OR

[9] [-] [5] (4) [÷] [8] [=] (0.5)

This costs 6¢.

3. Kinds of Calculators

If you are considering buying a calculator for your child, it should have these characteristics:

*** Algebraic logic. This means that the calculator responds to instructions given in the order in which they are usually written. To check, press [2][+][3][=]. There should now be a 5 on the display.**

*** Constant mode. Press [0][+][2][=][=][=] etc. If the number in the display is increasing by 2 for each [=], then [+] is operating in a constant mode. Check [-] in a similar way. To check for constant mode operation of [X] (where the first number will be the constant) press [2][X][1][=][=][=]. The number on the display doubles if the constant mode is operating.**

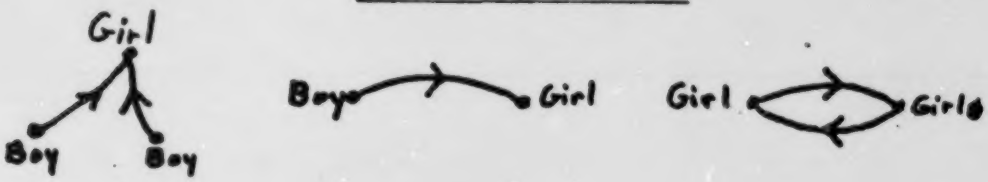
For upper grade work it is interesting, but not necessary, to have memory keys, square root, and change sign [+/-] keys.

4. History and Results

The essential elements of CSMP (strings, arrows, and mini-computer) were originally devised by Frédérique and George Papy, two doctors of mathematics who worked with elementary and secondary children in Belgium. The idea of using problem situations to present mathematics to children is based on the work of the mathematician and psychologist Caleb Gattegno. CSMP is widely used in Belgium and parts of several other European countries including France and Germany.

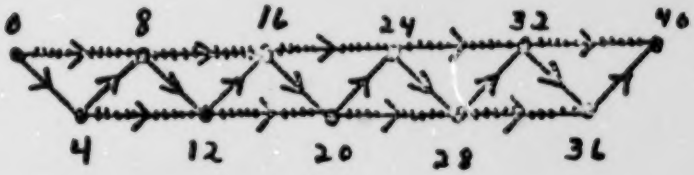
In the United States, CEMREL, Inc. of St. Louis, Missouri, has been funded in part by the U.S. Office of Education to integrate the above and field test CSMP since 1974. Teachers must be trained before being permitted to use and teach the program.

ANSWERS TO PROBLEMS

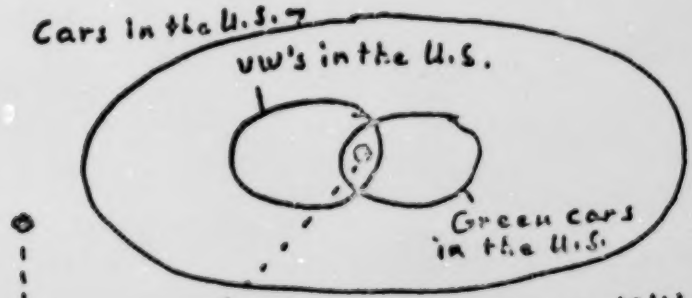


Grades K-1

The two boys at the left are brothers.



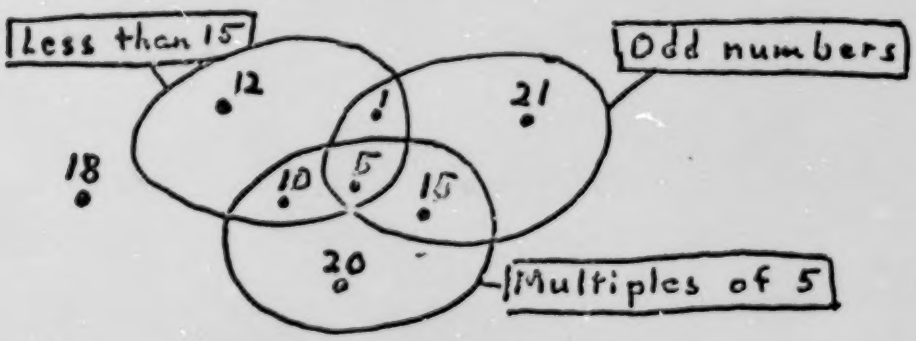
Grades 2-3



Grade 1

∴ This is a green VW in the U.S.

.....This is anything but a car in the U.S.



Grades 2-3

SCHOOL DISTRICT OF JANESVILLE

TO: Chris Sny, Curriculum Coordinator

FROM: Science Task Force

RE: Curriculum for the Gifted, 1983-84, Science

Recommended Optional Topical Extensions For Gifted And Talented Mini Units

4th Grade

1. Electricity
2. Physical Science Variables
3. Chemical Properties and Reactions
4. Lights and Optics
5. Anatomy
6. Biotic Communities
7. Animals (Phyla-Habitat)

5th Grade

1. Environmental/Ecology
2. Mixtures plus Compounds
3. Physical Forces
4. Topography and Computer Graphics
5. Electromagnetism and Electromagnetic Spectrum
6. Laws of Probability
7. Geology
8. Meteorology
9. Energy
10. Astronomy

Approved by Elementary Science Task Force Members 11-22-82

Topical Extensions of SAPA & Addison Wesley
for Gifted & Talented Mini Units

4th Grade - (61-75) (SAPA II Modules)

1. Electricity (61) (64) (70)
2. Physical Science Variables (62) (66) (73)
3. Chemical Properties & Reactions (67) (77)
4. Optics (68) (69)
5. Anatomy (72)
6. Biotics (74)
7. Animals (Phyla-Habitat)

5th Grade - (76-90) (SAPA II Modules)

1. Environmental/Ecology Study (76) (88)
2. Simple Machines (78)
3. Mixtures & Compounds (81)
4. Physical Forces (82)
5. Characteristics of Organisms (83)
6. Topography & Computer Graphics (85)
7. Electromagnetism & Electromagnetic Spectrum (86)
8. Time Relationships (87)
9. Botany - Plant Life (89)

5th Addison-Wesley Basic - Chapters

1. Organisms
2. Geology
3. Physical & Chemical Changes
4. Biological Systems
5. Electromagnetism
6. Meteorology
7. Energy
8. Physical Forces
9. Astronomy
10. Interdependence (Natures Cycles)

SCHOOL DISTRICT OF JANESVILLE
OBJECTIVE PURSUIT PLAN

Subject Physical Science
Grade 4

Level _____
(Reading Objective #)

Mapped Objective: 1. The student will compare the upward movement of liquid through a variety of materials.
2. The student will compare closed and open circuits.

Sub-objective: #	Recommended Teaching Approach (es)	Recommended Student Activity (les)	Thinking Level	Resources
Show your understanding of the relative positions of stationary and moving objects.	The teacher will demonstrate through experimentation the relative positions of stationary and moving objects.	The student will hypothesize the effect of motion on a stationary of moving object and test their hypothesis: 1. Formulate a hypothesis concerning the movement of a pendulum. 2. List all the variables 3. Predict the results. 4. Test and measure the movement of the pendulum through time and distance 5. Develop a recording system and report results 6. Revise the hypothesis to reflect collected data 7. Test new hypothesis and compare results. 8. Brainstorm other situations. that would test the hypothesis. 9. Investigate pendulum uses in real life. 10. Invent something useful or fun that uses the principles of pendulums.	Synthesis Evaluation Application	TEXT WORKBOOK A.V.

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SCHOOL DISTRICT OF JANESVILLE
OBJECTIVE PURSUIT PLAN

Subject Physical Science
Grade 4

Level _____
(Reading Objective #)

Mapped Objective: 1. The student will compare the upward movement of liquid through a variety of materials.
2. The student will compare closed and open circuits.

Sub-objective: #	Recommended Teaching Approach (es)	Recommended Student Activity (ies)	Thinking Level	Resources
Given a description or diagram, show your understanding of atoms, elements, molicals, compounds and mixtures	The teacher will develop a scientific perspective of atomic and molecular structure.	The student will demonstrate an understanding of of atomic or molecular structure through oral or physical presentation: 1. Tell what are the building blocks for water. 2. Draw a diagram of the relationship between the Oxygen and Hydrogen atoms. 3. Explain how the water molecules can be separated 4. Extend the experiment in molecules and atoms- water and yeast; hydrogen peroxide and yeast. 5. Explore how atoms can be changed to make new forms. 6. Explore how molecular structure us used by scientists in the real world. 7. Visit a laboratory.	Application Analysis Synthesis	TEXT WORKBOOK A.V. National Geographic SFS (" Intro. to the Atom") SFS (" Particles in Motion: States of Matter") Community: WP & L Rep.

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SCHOOL DISTRICT OF JANESVILLE
OBJECTIVE PURSUIT PLAN

Subject Physical Science
Grade 4
Mapped Objective: 1.
2.

Level _____
(Reading Objective #)

Sub-objective: #	Recommended Teaching Approach (ea)	Recommended Student Activity (lea)	Thinking Level	Resources
Show your understanding of the relationship between mass, volume, and density.	The teacher will construct an experiment to develop a hypothesis to show a relationship between mass, volume, and density.	The student will hypothesize, test and revise the hypothesis 1. Develop a hypothesis concerning the displacement of water by a tennis ball a similarly sized ball of clay. 2. Graph and record the water displacement. 3. Explain the relationship between the volume of the object and the water. 4. Revise the hypothesis and test the revision. 5. Given Iron, lead, and aluminum samples the student will design his own experiement to illustrate volume and density. 6. Extension: List real world examples of volume and density principles.	Evaluation Synthesis	TEXT SAPA 103 "Density" 96 "Pressure and Volume Relationships" WORKBOOK A.V.

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SCHOOL DISTRICT OF JANESVILLE
OBJECTIVE PURSUIT PLAN

Subject Physical Science
Grade

Level

Mapped Objective: 1. The student will compare closed and open circuits. (Reading Objective #)

2.

Sub-objective: #	Recommended Teaching Approach (es)	Recommended Student Activity (ies)	Thinking Level	Resources
Show that you can demonstrate the relationship between magnetic force and electricity.	The teacher will set up a series of experiements leading to an understanding of the relationship between electrons magnets and electricity.	The students will infer the relationship between electrons, magnets, and electricity through experimentation. 1. The student will explain the polarity of magnets through experimentation with iron filings and magnets. 2. Using a battery and wire and metal the student will create an electromagnet and list inferences concerning the movement of electrons. 3. The students will extend their study through exploration of the magnetic North Pole, or magnetic fields. 4. The students will infer and list how magnets and electromagnets are used to make work easier in the real world.	Synthesis Evaluation	TEXT SAPA 61 "Circuit Boards" 64 "Cells, Lamps & Switches" 70 "Conductors and Non-conductors" Addison-Wesley Book 5, Chapter 5 Book 6, Chapter 5 WORKBOOK A.V.

SCHOOL DISTRICT OF JANESVILLE
OBJECTIVE PURSUIT PLAN

Subject _____
Grade _____
Mapped Objective: 1.
2.

Level _____
(Reading Objective #)

Sub-objective: #	Recommended Teaching Approach (oa)	Recommended Student Activity (lea)	Thinking Level	Resources
		5. Design a device using magnets or electro-magnets to make something you do (chores, homework, etc.) easier. 6. Establish criteria for judging your devices and judge your own and someone else's. Compare and discuss ratings and reasons for them.		TEXT WORKBOOK A.V.

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SCHOOL DISTRICT OF JANESVILLE
OBJECTIVE PURSUIT PLAN

Subject Physical Science
Grade

Level
(Reading Objective #)

Mapped Objective: 1.

2.

Sub-objective: #	Recommended Teaching Approach (ea)	Recommended Student Activity (les)	Thinking Level	Resources
Show your understanding of physical and chemical properties and changes.	The teacher will set up a series of experiments for the student to investigate physical and chemical properties.	The students will observe and collect data on the properties of elements. 1. Using an experiment with water and baking soda the student will observe the chemical properties and changes when the two elements are combined. 2. Students will chart and record their data in an experiment of combining elements. 3. Students will compare and discuss collected data. 4. Students will list mixtures and solutions they encounter. Gather and discuss labels and their implications for the consumer. 5. Discover how the government controls and regulates marketed mixtures and solutions. Debate pro's and con's of government control and regulation.	Application Analysis	TEXT Addison-Wesley Book 5 - Chapt. 3 SAPA Module 73 "Solutions" Module 81 "Analysis of Mixtures" WORKBOOK A.V.

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SCHOOL DISTRICT OF JANESVILLE
OBJECTIVE PURSUIT PLAN

Subject Physical Science
Grade 4
Mapped Objective: 1.
2.

Level _____
(Reading Objective #)

Sub-objective: #	Recommended Teaching Approach (ea)	Recommended Student Activity (lea)	Thinking Level	Resources
Demonstrate your ability to combine concepts,, principles and generalizations by designing an experiment that demonstrates three examples of chemical change and by explaining the chemical changes that take place.	Assist students to discover the changes that can take place in matter by experimentation.	The student will deduce the effects of chemical and physical change on matter. 1. Students will be given supplies: corn starch, water, sugar cubes, etc. They will formulate a hypothesis and design an experiment to show three chemical changes. 2. Students will test their variables using heat and cold, recording results. 3. Students will share their three examples of change with the whole group for discussion. 4. The class will brainstorm and list the chemical and physical changes in matter that occur in daily living - snow, toothpaste, spagetti, etc.	Analysis	TEXT SAPA "Analysis of Mixtures" Mod. 81 WORKBOOK A.V.

SCHOOL DISTRICT OF JANESVILLE
OBJECTIVE PURSUIT PLAN

Subject Science - Ecology
Grade 5

Level _____

Mapped Objective: 1. The student will identify the parts of a simple and complex flower. (Reading Objective #)

2. The student will comprehend that living organisms are affected by various manipulated variables.

Sub-objective: #	Recommended Teaching Approach (es)	Recommended Student Activity (ies)	Thinking Level	Resources
Show your understanding of the reproductive process in insects, plants, and animals.	The teacher will use the text-book material to compare the reproductive processes of insects, plants, and animals.	The student will select 1 living thing and will research, report and illustrate its reproductive cycle. 1) The student will develop a comparison between animals in different sub-groups as to life cycle (i.e. bear and tiger). 2) Students will prepare a chart on how animals have changed, and evolved over the years (i.e. wolf to today's dog, etc.) Developing the inference that species change over long time periods, project the chart into the future, speculating as to what the next changes will be like. 3) Students will study extinction and its causes. What plants, animals & insects have disappeared? Why? What would happen if all the insects in the world became extinct? What might be the causes of that? What would be the consequences? (chart)	Application Analysis	TEXT Addison-Wesley Book 6, Chap. 1 SAPA Module 89 "Plant Parts" Module 99 "Fermentation" WORKBOOK A.V. Computer: MECC: Science Vol. 1) Other: Poynette, Turtle Creek, J.S.O.L.

SCHOOL DISTRICT OF JANESVILLE
OBJECTIVE PURSUIT PLAN

Subject Science - Ecology (continued)
Grade 5
Mapped Objective: 1.
2.

Level _____
(Reading Objective #)

Sub-objective: #	Recommended Teaching Approach (ea)	Recommended Student Activity (lea)	Thinking Level	Resources
		4) Compare extinction and obsolescence. Make a list of things you think should become extinct or obsolete if you were "Captain of the World".		TEXT WORKBOOK A.V.

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SCHOOL DISTRICT OF JANESVILLE
OBJECTIVE PURSUIT PLAN

Subject Ecology
Grade 5
Mapped Objective: 1.
2.

Level _____
(Reading Objective #)

Sub-objective: #	Recommended Teaching Approach (es)	Recommended Student Activity (ies)	Thinking Level	Resources
Given the continuation of the expansion of cities and the destruction of natural life, show that you can reasonably predict the change that will be apparent in the total environment. Report evidence to support your predictions.	Direct student research of the students into patterns of population change.	The student will graph patterns of population change to generate predictions. 1) Students will collect data on the population of five countries in the world and graph how the population has changed. 2) Students will predict the population shifts in the future in two countries from facts provided. 3) Students will discuss & list factors that initiate population changes in the human and animal worlds: predator/prey, overcrowding, hunting, etc. 4) Students will plan ways for solving world overpopulation - space colonies, underwater colonies, etc. Design, build model, and create an ad campaign to get people to move in.	Analysis Synthesis Evaluation	TEXT Addison-Wesley Book 6, Chap. 9 SAPA Module 76 - Limited Earth Module 88 - Environmental Protection WORKBOOK You Are Here Pacific Science Center 200 Second Ave. North Seattle A.V. Computer: (MECC: Social Studies # 241 Population Growth) Other: Poynette, Turtle Creek J.S.O.L. Bill Pelt's book(s) THE LORAX etc.

SCHOOL DISTRICT OF JANESVILLE
OBJECTIVE PURSUIT PLAN

Subject Ecology
Grade 5
Level _____
(Reading Objective #)

Mapped Objective: 1.
2.

Sub-objective: #	Recommended Teaching Approach (es)	Recommended Student Activity (les)	Thinking Level	Resources
Show that you can use a taxonomic system in scientific classification.	The teacher will act as facilitator in assisting students to gather information.	The student will use a taxonomic system to classify animals as to groups. 1) Students will make an animal kingdom tree to show the sub-groups of a classification (i.e. reptiles, mammals). Invent a different system of classification and defend its advantages over the usual one. 2) Students investigate the inheritance of traits and graphically represent Mendel's Law in chart form. Make a study of an inherited characteristic, such as eye color in your family, and graphically illustrate. 3) Students will study seed catalogs and plant information to determine variations in varieties. 4) Decide on some plant characteristic you'd like to improve and plan how to develop a "new, improved" variety.		TEXT Addison-Wesley Chap. 8 SAPA Module 83 - Chances Are WORKBOOK A.V. Other: Poynette Turtle Creek J.S.O.L.

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SCHOOL DISTRICT OF JANESVILLE
OBJECTIVE PURSUIT PLAN

Subject Physical Science
Grade 5

Level _____
(Reading Objective #)

Mapped Objective: 1. The student will identify controlled variables.

2. The student will identify manipulated variables.

3. The student will formulate and test a hypothesis.

Sub-objective: #	Recommended Teaching Approach (oo)	Recommended Student Activity (leo)	Thinking Level	Resources
Demonstrate your ability to combine concepts, principles and generalizations by designing three experiments that show the increase or decrease of the speed of an object and velocity as a function of time.	The teacher will assist students in discovering the variables affecting acceleration of a mass.	1. The student will identify the variables in given experiments and list the relationship between mass and acceleration. 2. A hypothesis concerning the relationship between mass, and acceleration will be formulated by the student, and then he will design 3 experiments to test the hypothesis, identifying the controlled and manipulated variables. 3. The student will then present his design to an audience e.g. 1)parents, 2)peers, 3) home school at a P.T.A. or a science fair exhibition. 4. The student will project how acceleration would be affected outside the gravisphere of earth.	Recall Application Analysis Synthesis	TEXT SAPA Module 82 "Force and Acceleration" Module 87 "Wheel Speeds" Addison Wesley Book 5,ch. 8 Book 6, ch.6 WORKBOOK A.V.

SCHOOL DISTRICT OF JANESVILLE
OBJECTIVE PURSUIT PLAN

Subject Physical Science
Grade 5

Level _____
(Reading Objective #)

Mapped Objective: 1.

2.

Sub-objective: #	Recommended Teaching Approach (ea)	Recommended Student Activity (lea)	Thinking Level	Resources
Given a simple machine, show that you can demonstrate its machanical advantages.	The teacher will assist the students in discovering the principles of simple machines.	1. The student will construct a simple machine to do work. 2. The student will observe various simple machines constructed by students and hypothesize how simple machines can help do work. 3. The student will assess the advantages of simple machines. 4. The students will then create a "Rube Golberg" machine using simple machines by either 1) drawing 2)building 3) taping 5. Students will set criteria to judge "Rube Goldberg" machine and evaluate them.	Application Synthesis Evaluation	TEXT SAPA Module 78 "Levers" Addison Wesley Book 5, ch. 8 Book 6, ch. 6 WORKBOOK A.V.

SCHOOL DISTRICT OF JANESVILLE
OBJECTIVE PURSUIT PLAN

Subject Physical Science
Grade 5
Mapped Objective: 1.
2.

Level _____
(Reading Objective #)

Sub-objective #	Recommended Teaching Approach (es)	Recommended Student Activity (ies)	Thinking Level	Resources
Demonstrate your ability to combine concepts, principles and generalizations by designing and presenting a demonstration of the nature and behavior of light.	The teacher will demonstrate the phenomena caused by the refraction and reflection of light.	1. The student will construct individual experiments demonstrating the refraction and reflection of light. 2. The student experiment will demonstrate his ability to distinguish between a source of light and objects that reflect light. 3. The student will explain path taken by light and predict the path of light after it hits an object such as a mirror. 4. He will also predict the position of an image in a mirror by noting the location of the object causing the reflection. 5. The student will compare how concave and convex mirrors reflect light and produce images. 6. He will then predict whether an object will be magnified, reduced, or inverted when viewed through either a convex or concave lens.	Recall Application Analysis Synthesis	TEXT Addison Wesley Book 5, ch. 7 Book 6, ch. 3 WORKBOOK A.V. "Shoebox Science" Computer: ("Spotlight")

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SCHOOL DISTRICT OF JANESVILLE
OBJECTIVE PURSUIT PLAN

Subject Physical Science
Grade 5
Mapped Objective: 1.
2.

Level _____
(Reading Objective #)

Sub-objective: #	Recommended Teaching Approach (oa)	Recommended Student Activity (lea)	Thinking Level	Resources
		7. The student will list uses of concave and convex surfaces and create a useable product. 8. The student will infer the causes and effects of refraction, write a hypothesis and set up various experiments to verify their hypothesis. 9. The student will construct as many experiments to show that white light can be separated into colors of the spectrum. Find examples of rainbows used as symbols, design elements, on clothes, etc. Discuss why this symbol has become so popular and what meanings it has for people. 10. The student will discuss what ways reflection and refraction of light affects our lives.		TEXT WORKBOOK A.V.

SCHOOL DISTRICT OF JANESVILLE
OBJECTIVE PURSUIT PLAN

Subject Life Science
Grade 4
Level _____

Mapped Objective: 1. The student will compare parts of leaves, insects, or seeds using a magnifying glass. (Reading Objective #)
2. The student will compare the effect of one manipulated variable on a responding variable.
3. The student will construct an operational definition of a member of a biotic community.
4. The student will identify the affect of pollution on seed germination.

Sub-objective: #	Recommended Teaching Approach (ea)	Recommended Student Activity (les)	Thinking Level	Resources
Show that you can use scientific classifications to classify given plants and animals.	Initiate the investigation and categorization of living things.	1) The student will choose objects and classify them giving reasons for the grouping. 2) The student will classify a list of animals into 2 groups: vertebrate and invertebrates a) skeletons of other vertebrates will be compared, and they will reassemble the skeleton of a chicken b) the student will then sort vertebrates into the 5 main classes: 1) mammals 2) reptiles 3) amphibians 4) fish 5) birds and then compare and make a chart of the characteristics of each class with illustrations and shared characteristics of all 5 groups. c) infer what characteristics of each class are an advantage or disadvantage for the class and explain.	Application Analysis Synthesis Evaluation	TEXT Addison-Wesley Book 5, Chapter 1 SAPA Module 66 "Learning & Forgetting" Field guides WORKBOOK A.V.

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SCHOOL DISTRICT OF JANESVILLE
OBJECTIVE PURSUIT PLAN

Subject Life Science (continued)
Grade 4
Level _____
(Reading Objective #)

Mapped Objective:
5. The student will demonstrate the use of a population graph.
6. The student will identify the cause for extinction or danger of extinction for many animals.
7. The students will investigate the fine aspects of animal behavior, learning, communication, color vision, pick order and territoriality.

Sub-objective: #	Recommended Teaching Approach (ea)	Recommended Student Activity (lea)	Thinking Level	Resources
		3) The student will define, name and identify animals that are invertebrates: a) anthropods b) insect c) crustacean d) arachnid e) protozoa The student will set up an insect zoo, identifying specimens and characteristics.		TEXT WORKBOOK
		4) The students will take a census to see if there are more vertebrates and invertebrates. a) students will decide on methods of recording information b) design a chart of all major groups c) evaluate which method is most effective d) examine a small area intensively for invertebrates and decide on how many small areas fit in a larger area. Then estimate the number of invertebrates in the total area.		A.V.

SCHOOL DISTRICT OF JANESVILLE
OBJECTIVE PURSUIT PLAN

Subject Life Science (continued)
Grade 4
Mapped Objectives: 1.
2.

Level _____
(Reading Objective #)

Sub-objectives #	Recommended Teaching Approach (es)	Recommended Student Activity (les)	Thinking Level	Resources
		5) Record only signs of animals that are not visible and present their evidence to the class and tell what animals they suspect. Draw a picture of what the animal might look like, if you had only this visible info. to go by.		TEXT
		6) The student will divide a group of plants into 2 groups: a) seed producing b) non-seed producing Discuss how spores are different and alike from seeds. Predict what would happen if everyone of the spores produced a new plant and describe its effect on the environment.		WORKBOOK A.V.
		7) Describe the effect of chlorophyll on plants and man.		
		8) Study fungi as a non-living plant and discuss how it feeds on other living things. a) compare fungi to man as getting their food second hand.		

SCHOOL DISTRICT OF JANESVILLE
OBJECTIVE PURSUIT PLAN

Subject Life Science (continued)
Grade 4

Level _____
(Reading Objective #)

Mapped Objective: 1.

2.

Sub-objective: #	Recommended Teaching Approach (ea)	Recommended Student Activity (iea)	Thinking Level	Resources
		b) Predict how the world would be without fungi and other decay organisms c) how does fungi affect our environment d) write a poem, draw a cartoon, or pantomime what it would feel like to be a fungus.		TEXT WORKBOOK A.V.

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SCHOOL DISTRICT OF JANESVILLE
OBJECTIVE PURSUIT PLAN

Subject Life Science (continued)
Grade 4
Level _____
(Reading Objective #)

Mapped Objective: 1.

2.

Sub-objective: #	Recommended Teaching Approach (ea)	Recommended Student Activity (lea)	Thinking Level	Resources
Demonstrate your ability to combine concepts, principles, and generalizations by designing an investigation of a biological problem that involves the use of the microscope and other tools of the modern biologist.	Motivate students to create simulated or real environments for living things. The teacher will select an area for investigation in the real world.	1) The student will list how all organisms depend on and affect one another. a) Discuss and make a class chart of all the findings. b) Infer how the environment and our lives would be different without the interdependence of living things . c) Create an environment without plants. List what you will need and how it would function. 2) Classify organisms as producers and consumers and order them in a food chain. a) Explain the action of scavengers and decomposers. b) The students will infer that at each link in a food chain the number and mass of living things is smaller than at the preceding link by: 1) keeping a record of the foods an animal or they eat and estimate the approximate mass.		TEXT Addison-Wesley Book 5, Chapter 10 SAPA Module 69 "Magnification" WORKBOOK You Are Here (Pacific Science Center) 200 Second Ave. North Seattle, Wash. 98109 A.V. Computer: Odell Lake Odell Woods Other: Poynette J.S.O.L. Storr's Lake Turtle Creek Milwaukee or Madison Zoo Conservatory (Domes)

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SCHOOL DISTRICT OF JANESVILLE
OBJECTIVE PURSUIT PLAN

Subject Life Science (continued)
Grade 4
Mapped Objectives 1.
2.

Level _____
(Reading Objective #)

Sub-objectives #	Recommended Teaching Approach (ea)	Recommended Student Activity (les)	Thinking Level	Resources
		2) Find total mass eaten in one year. 3) Compare results as a class and discuss what happens to the mass of food eaten by each person in relation to the mass of each person.		TEXT
		3) Students will investigate the habitats of different organisms and discuss as a class the findings. a) Discuss whether habitats would be different at another time of day or season of the year. b) Infer how humans might affect the relationships in the habitats observed and which of these are temporary or permanent.		WORKBOOK A.V.
		4) The student will choose an organism and determine the organism's needs and create a habitat for the organism by: diarama, real life materials, drawings, bulletin boards. a) Predict and list what would happen if the environment was not suitable for that particular organism.		

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SCHOOL DISTRICT OF JANESVILLE
OBJECTIVE PURSUIT PLAN

Subject Earth and Space
Grade 5
Mapped Objective: 1.
2.

Level _____
(Reading Objective #)

Sub-objective: #	Recommended Teaching Approach (ea)	Recommended Student Activity (lea)	Thinking Level	Resources
Show your understanding of the relative positions of stars and planets. Demonstrate your ability to combine concepts, principles, and generalizations by designing a demonstration of the motion of heavenly bodies. Show you can use place value to 10 digits.	After assessing students' knowledge, the teacher will develop a scientific perspective of positions of stars and planets.	1) The student will demonstrate an understanding of astral and planetary positions by oral or physical presentation such as: a) setting up a planetarium b) playground movements c) writing a computer program 2) The student will choose a planet to travel to and assess all the difficulties involved in traveling to that planet (e.g. how do you get away from gravitational pull, how did you travel and how you aim for that planet; what shape does the orbit have from the gravitational pull; calculate what is the farthest and nearest distance of the edge from the planet: perigee, apogee; draw and describe where you landed and the make-up of this planet physically and chemically. Write a "log entry" about your landing.	Application Analysis Synthesis Evaluation	TEXT Addison-Wesley Book 5, Chapter 9 Book 5, Chapter 4 SAPA Module 95 "Mars Photos" Module 86 "Earth's Magnetism" WORKBOOK Computer: Space Distance Ursa A.V. SFS National Geographic: "Learning About the Universe the Science of Astronomy" "Exploring Sea and Space and the Universe" Super loops: "The Sun" "Moon" "Meteors" "Comets" "Free Fall" Community: Amateur Yerks Observato

SCHOOL DISTRICT OF JANESVILLE
OBJECTIVE PURSUIT PLAN

Subject Earth and Space (continued)
Grade 5
Mapped Objective: 1.
2.

Level _____
(Reading Objective #)

Sub-objective: #	Recommended Teaching Approach (oa)	Recommended Student Activity (ies)	Thinking Level	Resources
		3) List and explain the regular recurrence of natural events that can be used to measure time: a) sunrise & sunset b) shadow by day c) stars & constellations by night		TEXT
		4) Do further research on time. Calculate the light years of planets and stars.		WORKBOOK
		5) Draw the north and south pole constellations, and predict which would be seen seasonally and infer why these are seen and not all. Look at a star chart from either the northern or southern hemisphere and use the existing stars to "invent" your own constellations. Make up a story to explain about your constellation, and write it or tape record it. (Maybe set up as a Learning Center - include books about constellations and the stories behind them.)		A.V.

SCHOOL DISTRICT OF JANESVILLE
OBJECTIVE PURSUIT PLAN

Subject Earth and Space (continued)
Grade 5
Mapped Objective: 1.
2.

Level _____
(Reading Objective #)

Sub-objective: #	Recommended Teaching Approach (ea)	Recommended Student Activity (les)	Thinking Level	Resources
		6) Explain what natural events cause seasons and length of days, leap year. Discuss what would happen if the seasons, length of days, etc. never changed.		TEXT
		7) Tell how you can tell a planet from a star in the night sky and discuss wandering stars, morning and evening stars.		WORKBOOK
		8) Have the student use a telescope to view the phases of Venus and discover if other planets go through phases when seen from the earth. Give 2 hypotheses why this is: one logical and scientific and one highly illogical and fantastic. Pick one and defend it.		A.V.
		9) It is possible that one or more planets exist far beyond the orbit of Pluto. Infer the physical and chemical make-up of the planet and light years to travel to it. Decide if you think it is inhabited (why or why not) and if so, what kind of life form it has.		

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SCHOOL DISTRICT OF JANESVILLE
OBJECTIVE PURSUIT PLAN

Subject Earth and Space
Grade 5

Level _____
(Reading Objective #)

Mapped Objective: 1.

2.

Sub-objective: #	Recommended Teaching Approach (es)	Recommended Student Activity (ies)	Thinking Level	Resources
		a) create a way by which a community can live on this planet. b) describe food, shelter, and clothing of this community. c) what modes of transportation are used on this planet - describe and draw these.		TEXT WORKBOOK A.V.

SCHOOL DISTRICT OF JANESVILLE
OBJECTIVE PURSUIT PLAN

Subject Earth Science
Grade 4

Level _____
(Reading Objective #)

Mapped Objective:
1. The student will demonstrate that a variable is a factor that might change or be changed.
2. The student will compare the effect of one manipulated variable on a responding variable.

Sub-objective: #	Recommended Teaching Approach (ea)	Recommended Student Activity (ies)	Thinking Level	Resources
1) Infer the changes in the earth from the study of rocks	1) Help students to describe and categorize types of rocks. 2) Conduct a problem solving session to discover the origin of different types of rocks.	1) The student will gather rock samples and develop an organized collection. 2) He will explain to the class his classification system (e.g. a) sedimentary b) metamorphic c) igneous d) hard e) soft f) uses 3) The students will hypothesize probable causes of earth changes based on rocks (e.g. volcanoes, earthquakes, mountains, glaciers) and discuss the variables that affect these changes in the earth by use of: written reports, tapes, oral reports, charts. 4) The students will list all the possible ways rocks affect our lives by reporting, charting or constructing a diarama, to be presented to the class.	Application Analysis Synthesis Evaluation	TEXT Addison-Wesley Book 5, Chap. 2 Book 6, Chap. 7 WORKBOOK A.V. film loops: "Volcanoes" "Mountains" "Earthquakes" "Glaciers" "Weathering" Computer: "Volcanoes" Community: Geologist Earth Science Teacher for high school or professo from the Uni si

SCHOOL DISTRICT OF JANESVILLE
OBJECTIVE PURSUIT PLAN

Subject Earth Science (continued)
Grade 4
Mapped Objective: 1.
2.

Level _____
(Reading Objective #)

Sub-objective: #	Recommended Teaching Approach (es)	Recommended Student Activity (ies)	Thinking Level	Resources
		5) The class will set up criteria for evaluating each project. All projects would then be evaluated and revisions will be made.		TEXT WORKBOOK A.V.

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SCHOOL DISTRICT OF JANESVILLE
OBJECTIVE PURSUIT PLAN

Subject Earth Science
Grade 4
Mapped Objective: 1.
2.

Level _____
(Reading Objective #)

Sub-objective: #	Recommended Teaching Approach (ea)	Recommended Student Activity (les)	Thinking Level	Resources
1) Show your understanding of the observational data used by meteorologists in predicting weather.	The teacher will organize available materials and resource people and will lead discussion.	1) The student will investigate ways in which wind is helpful and harmful and also identify the manipulated and constant variables in their investigation of wind and its effects. Discuss: "What would happen if there were no more wind?" 2) Students will gather data through daily weather reports from newspaper, radio, or T.V. The weeks weather will be charted to: a) date b) temperature c) wind speed and direction d) humidity e) barometric pressure 3) The student will use the charted information to predict the weather. 4) The students will compare their predictions and the actual meteorologist's forecast and see which ones are the more accurate.	Application Analysis Synthesis Evaluation	TEXT Addison-Wesley Book 5 Chapter 6 Book 6 Chapter 2 WORKBOOK A.V. Community: 1) airport meteorologist 2) weather central representative

SCHOOL DISTRICT OF JANESVILLE
OBJECTIVE PURSUIT PLAN

Subject Earth Science (continued)
Grade 4
Mapped Objectives 1.
2.

Level _____
(Reading Objective #)

Sub-objectives #	Recommended Teaching Approach (oa)	Recommended Student Activity (lea)	Thinking Level	Resources
		5) The student will then prepare a list of questions to ask a meteorologist concerning accurate prediction of weather, tools used, etc.		TEXT
		6) Interested students may go back and try to more accurately predict the weather.		
		7) Discuss what weather prediction might be like in the future (2025). Will weather prediction still be important? Why or why not? Participate in a debate on this issue.		WORKBOOK A.V.

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What is Computeronics?

Computeronics is a course about computers, and how: how to program and solve problems with a computer, how computers are used today, and how students can gain these skills through independent learning. The course has three instructional goals:

1. to equip the student with skills to use the computer as a problem-solving tool;

2. to encourage the use of a computer to solve problem situations;

3. to give the student an accurate concept of the role of computers in society.

Computeronics encourages students to manage their own instruction. They read lessons, complete paper-pencil and hands-on activities and engage in group discussions. Students need to succeed at mastery "tests" and can enjoy additional activities for applying skills.

Two modules, *Problem Solving with Computers* and *Computers in Society*, make up Computeronics, covering approximately 40 hours of instruction. Either module can be used alone or with the other.

The *Problem Solving with Computers* module includes instruction in computer programming, specifically in the BASIC (Beginners All-Purpose Symbolic Instruction Code) computer language. Students learn to apply their knowledge of the computer to problem situations. It involves 20-24 hours of instruction.

In *Computers in Society* students learn how the computer was created and ways that new technology is being used today. The module involves 14-16 hours of instruction.

Who Uses Computeronics?

Computeronics may be used successfully with a wide range of students, but specifically with middle school, able students. Although designed for and used successfully with high achieving and intellectually gifted sixth and seventh graders, the course has been used successfully by fifth through eighth (and some ninth through twelfth) grade students.

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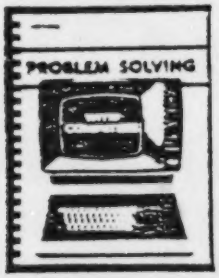
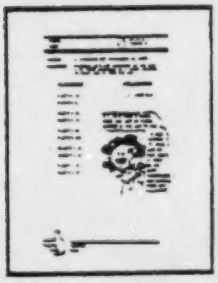
*The teacher guides for both modules suggest the use of additional resources and activities. These may increase the time required to deliver Computeronics.

What is Included?

In the *Problem Solving with Computers* module, students learn how to write computer programs and use the computer to solve problems. Student materials, pictured below, include a text and a book of problems, an activity pad and an answer book which is used with both modules.



1. Problem Solving (with Computers)
This lesson book contains six chapters about programming computers in the BASIC computer language. Answers to the practice activities are found in the back of the text.
(non-consumable, spiral-bound, 1 per student)



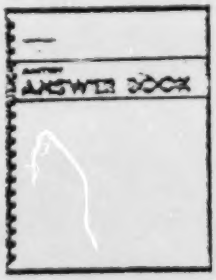
2. Activity Packet
This packet includes both practice and mastery activities. Practice activities are ivory colored; mastery "tests" are orange. Each mastery activity includes a second form, a Retake, to give students another chance to succeed.
(consumable, gummed pad, 1 per student)

3. Sidetrips
This book contains over 40 problems for students to apply their skills. In addition to reinforcing knowledge, the sidetrips are especially beneficial to students who finish quickly and seem insatiably challenged by computers.
(non-consumable, spiral-bound, 1 per 4-5 students)

For each teacher the *Problem Solving with Computers (PSWC)* module includes:

4. Teacher Guide
This guide provides support for using each chapter and managing your class. Time-saving forms are included. The student's text and mastery answers are found at the back of the guide.
(spiral bound, 1 per teacher)

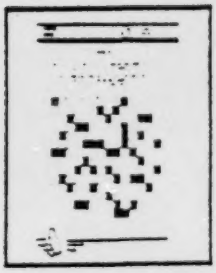
For both *Problem Solving with Computers* and *Computers in Society*, there is a shared book:



5. Mastery Answer Book
Included are answers to the mastery activities for each chapter in Problem Solving and Computer View. Students can check their own masteries or the teacher checks.
(non-consumable, spiral bound, 1 per 4-5 students or 1 per teacher)

In the *Computers in Society* module, students learn about the history and role of computers, past, present and future. Student materials include the text, an activity pad and wall chart (pictured below) and the shared answer book. (See *PSWC*).

1. Computer View (lesson book)
This book is in the format of a magazine with articles about the uses of computers, ads, puzzles and a feature section about the history of computers.
(non-consumable, spiral-bound, 1 per student)



2. Activity Packet
Practice and mastery activities plus a form to record student progress are included. Ivory activities are for practice; orange to show mastery of skills. Each mastery activity has a Retake for students who need a second opportunity to succeed.
(consumable, gummed pad, 1 per student)

3. Computer Hardware (wallchart)
This large chart shows various parts of a computer system. It can be used in conjunction with Problem Solving.
(non-consumable, poster, 1 per class)

For each teacher, the materials in *Computers in Society* include:

4. Teacher Guide
Included are a general overview of the course and support for using the module. Each article in the magazine has an accompanying write-up about the content and skills learned, materials needed and procedures to use, including optional activities. Resources and forms help you organize your class and communicate with parents. Computer View and the mastery answers are found at the back.
(spiral-bound, 1 per teacher)

Affective Curriculum
Description

AFFECTIVE CURRICULUM

General Developmental Program Goals

Goal #1 - To develop an understanding of self, with appreciation for personal uniqueness. Elementary pupils are capable to the self-awareness and self understanding that leads to better functioning individuals. A student should:

A.) Know and respect himself/herself
B.) Develop his/her interests and potentials to achieve personal goals
C.) Be able to identify himself/herself by description, likes, dislikes, interests, skills, etc.
D.) Possess an awareness of the emotional and social aspects of human relationships
E.) Understand the relationship between mental and physical health

Goal #2 - To develop within individuals a sensitivity to the individuality of others. Students must understand the behavior and beliefs of others, such as teachers, parents and peers. A student should:

A.) Place a higher value on people than things.
B.) Have insights into own value structure and how it affects one's own life and relationships with others
C.) Possess the skills and attitudes necessary to assure continuing development of:
    1.) respect for rights of others
    2.) ability to form satisfying and responsible relationships with others
    3.) skill in group relations and communication
    4.) being able to initiate and maintain friendships
D.) Understand and appreciate the value system, cultures, customs and history of own family heritage as well as others.

Goal #3 - To assist individuals in recognizing and effectively managing conflict and emotional stress. An awareness and understanding of social expectations and limitations are necessary if one is to function effectively in relation to society. A student should:

A.) Have confidence and empathy needed to confront stressful situations fairly and assertively
B.) Learn to accept/reject criticism
C.) Manage conflicts in values
D.) Learn to use relaxation skills for stress reduction

Goal #4 - To develop the individual's skill to explore appropriate alternatives, to make realistic decisions and to accept the consequences of their choices. To function adequately in society, an individual must understand himself/herself and the consequences of his/her actions. A student should:

A.) Be able to deal effectively with new experiences
B.) Possess skills in logical process of search, analysis, evaluation and abstract thinking.
C.) Be able to learn from mistakes through self-evaluation
D.) Learn to set goals

Goal #5 - To develop an understanding of the relationship between personal values and work values. A student should:

A.) have respect for the dignity of all occupations and have a desire to pursue a vocation.

B.) acquire knowledge and understanding of available opportunities for preparing for a productive future.

C.) recognize leisure activities as a vital part of human life and be able to constructively use leisure time.

DEVELOPMENTAL TASKS

(Following is a list of developmental tasks as originally developed by Robert J. Havighurst, University of Chicago with modifications and explanation by Dr. Moy Gum, University of Minnesota-Duluth.)

"A developmental task is a task which arises at or about a certain period in that life of the individual, successful achievement of which leads to his happiness and to success with later tasks, while failure leads to unhappiness in the individual, disapproval by the society, and difficulty with later tasks.

Developmental Tasks of Middle Childhood

Building Wholesome Attitudes Toward Oneself As a Growing Organism.
Nature of The Task. To develop habits of care of the body, of cleanliness and safety, consistent with a wholesome, realistic attitude which includes a sense of physical normality and adequacy, the ability to enjoy using the body, and a wholesome attitude toward sex.

Perhaps the wording "a wholesome attitude toward sex" should be modified to read "a positive attitude toward sex and one's own sexuality." While this task is largely biologically based, American culture places great stress on cleanliness and health habits as well as on a puritan code of sexuality. Such an emphasis may not contribute positively to a student's feelings to inadequacy due to variations in physical growth or the lack of coordination in physical skills which are so highly prized in American culture. A sound educational curriculum must deal with these concerns.

Learning to Get Along With Age-Mates
Nature of the Task. To learn the give-and-take of social life among peers. To learn to make friends and to get along with enemies. To develop a "social personality". It is recommended that "to get along with enemies" be deleted and "to learn to accept differences in people" be added. This would take into consideration racial differences. "To develop a social personality" would be modified into "to develop one's personality and the ability to communicate and interact effectively with others." This task has a primarily psychological basis with serious educational implications. The task is a continuous task and, therefore, early mastery or non-mastery of the initial task has far reaching later implications. Children spend most of their awake hours in school interacting with peers. If they are to master this task effectively, the school should give this task as much time and effort as that allotted to usual subject matter, if not more. One may learn subject matter from a book by himself, but he cannot learn how to effectively relate socially from a book.

Developing Emotional Freedom (A new task).
Nature of the Task. To develop attitudes which enable students to freely express and act on feelings and emotions in all areas possible and gradually learn to be responsible to them.

This is a new task which was deemed sufficiently important and not mentioned in Havighurst. Bennett (1963) has referred to this task as the need for a fifth freedom. Our school personnel must learn to effectively grapple with this task as all too often it is forbidden for students to do likewise. We should heed the wise old saying, "What's good for the goose is also good for the gander."

Developing Fundamental Skills In Reading, Writing, and Calculating.
Nature of the Task. To learn to read, write and calculate well.

The words "think and communicate" should be added after the word calculate, thus making the 3R's more explicit and inclusive. Mounting research evidence clearly emphasizes the importance of effective mastery of this task and the middle childhood years. Thus, if these learnings are not mastered, the likelihood of effecting change at a later age is considered to be minimal. (Bloom 1964). The works of developmental psychologists such as Piaget and Ilg and Ames indicate the need to keep in mind the notion of critical stages of development which is related to Havighurst's notion of "readiness". Our schools must begin to expend greater effort, time and money to assure greater likelihood of effective mastery of this task at an early age.

Learning Physical Skills Necessary For Ordinary Games.
Nature of the Task. To learn the physical skills that are necessary for the games and physical activities that are highly valued in childhood -- such skills as throwing and catching, kicking, tumbling, swimming, and handling simple tools. While the biological basis of this task may be a potent factor in determining its nature, cultural expectations also play a major role. It is perhaps at this juncture in development that the early seeds of masculine and feminine roles are planted. The different cultural expectations for boys and girls may result in a rather early stereotyping of sex roles. The tasks involved here are:

a. assisting children in developing adequate physical skills
b. assisting children in developing positive feelings about their physical adequacy
c. preventing early stereotyping of sex roles.

Learning An Appropriate Sex Role.
Nature of the Task. To learn to be a boy or girl - to act the role that is expected and rewarded.

The nature of the task was revised "To help children gain an awareness that there are certain sex roles that society accepts as more or less appropriate for boys and girls. Making children aware of their own individuality is very important. There is need for concerted effort by the school staff to help the individual student integrate his or her own sexuality into his or her individual personality. Children would become aware that sex role is largely culturally defined, therefore, it may vary from culture to culture.

Developing Conscience, Morality, and a Scale of Values.
Nature of the Task. To develop an inner moral control, respect for moral rules and beginning of a rational scale of values.

The nature of the task was changed as follows: "To develop a system of values and be responsible to and for them. To learn to respect the values of others." Since religious, social and moral values may vary sharply between cultures and even between social classes in one country, it is important that the school help children become aware of these differences and to develop some openness about these variations. The school frequently is a "melting pot" where children are exposed to other students, teachers, and adults from very different family backgrounds. Since this area of learning is difficult to teach and is more likely to be learned by example and experience, it becomes crucial that the desired models exist. For example, it is rather doubtful that a very rigid, authoritarian type of social studies teacher can effectively

help our students develop a full understanding and appreciation of democratic values. In addition to appropriate models, introspection as well as an understanding of how significant others struggle and cope with this task would be helpful. Thus, the peer group and open discussions can play an important role.

Developing Concepts Necessary For Everyday Living.

Nature of the Task. A concept is an idea which stands for a large number of particular sense perceptions, or which stands for a number of ideas of lesser degrees of abstraction. The task is to acquire a store of concepts sufficient for thinking effectively about ordinary occupational, civic, social, and personal matters. "Civic and social matters" should be modified to "civic, social, and personal matters." During middle child years many of the basic concepts for everyday living are learned. Prior to the entry of television, such concepts were learned primarily in the school and at times in the home. An area needing added effort is that of concepts of the self...children need to understand how the self-concept and other personal aspects of the self develop.

Developing Attitudes Toward Social Groups and Institutions.

Nature of the Task. To develop social attitudes which are basically democratic. The nature of the task was modified to add, "To develop an awareness and understanding of the impact social groups and institutions have upon the individual, his home and his community." If education is to become more relevent, it must help create an understanding of community groups and institutions and how they affect the life style of the student.

SAMPLES OF GUIDANCE ACTIVITIES
TO GO WITH
AFFECTIVE CURRICULUM
DESCRIPTION

PREFACE

Education is seen as including all of life's growth processes. Therefore, we are looking at a child's intellectual, physical, social, and emotional development. In their design and operation, through the curriculum and through specialized approaches, guidance and counseling programs exist to improve the learning environment by involving students, community and others who influence the learning and development of the persons served by the program.

Affective learning is as important as cognitive learning. Affective learning must be developmental and sequential and structured around what children need to learn. Students need to develop feelings of self-respect and selfworth. Students need to be aware of themselves, their strengths and weaknesses, their likes and dislikes, their interests and abilities. Students need to be able to accept failure as well as success. They need to have concern for and knowledge about other people, and to be able to establish meaningful relationships with others. Students need to develop interest in and understanding about the world of work and the changes that are constantly taking place in it. Students ultimately need to become aware that learning is a life-long process -- something that is enjoyable and satisfying.

Consistent with the philosophy of education, elementary school counseling concerns itself with the child in the developmental process of maximizing his potential. Living and functioning effectively depends on the interaction of an individual's self-concept and the complexity of influences and experiences which he accumulates. Elementary guidance works within the education framework and the child's total environment to enable the child to find his identity and to learn to make choices and decisions which lead to effective functioning as a worthwhile being.

Because each individual makes the choices and decisions which ultimately determine his behavior and his learning, particular attention and time needs to be given in the education program of the young child to provide training and opportunities to learn decision making skills.

Elementary guidance and counseling builds upon the belief that human beings must have continuous experiences of challenge, achievement, and success.

OBJECTIVE 1.1:

to help the students begin to realize they have individual strengths and weaknesses.

OPTIONAL IDEAS:

1. On a piece of paper entitled "Personal Inventory", have each student list
   a) 5 things he or she is good at,
   b) 5 topics he or she finds difficult.

   The teacher could do his or her strengths and weaknesses on a chart to help the students feel comfortable with the topic.

2. Encourage the pupils to share their strengths and weaknesses in small groups of 4 - 6 students.

3. Discussion -
   a) How do you feel when you are good at something?
   b) How do you act when you feel that way?
   c) How do you know when you are good at something?
   d) Is it difficult for you to talk about things you are good at?
   e) If it is difficult to share your strengths, what stops you?
   f) Is there something at which you are not good but wish you were?

OBJECTIVE 1.2:

to help children to look at themselves. The teacher must establish the criteria for this activity. The children can be encouraged to explore areas such as self-images, behaviors, and expectations.

OPTIONAL IDEAS:

- Each child folds or tears a blank paper into 4, 6, 8 or 10 pieces. On each paper the child draws or writes one thing that he or she does well or feels good about, then place the papers in order of importance. The children share their papers in small groups or with the whole class.

- An extension of the above activity is to have a partner shuffle the papers into his or her order of importance. Differences are discussed.

- Another extension is to order their papers on the basis of opinions they think might be held by others - friends, sisters, brothers, mother, etc.

- Children may use the following stencils as another base for self-examination.

- The key to this activity's success is the sensitive teacher who protects the children from damaging comments.

OBJECTIVE 2.1:

to help the child understand various facets of group co-operation.

OPTIONAL IDEAS:

- Explain to students that the dictionary defines conflict as disagreement and clashing together. Very often conflict between two people is approached in one of three ways:

  - tattling
  - withdrawal
  - flight

  Ask students to discuss the consequences of each of the above approaches.

  Present a list of the following conflict management strategies:

  - negotiating
  - compromising
  - taking turns
  - active listening
  - distracting
  - exaggerating
  - chance
  - threat-free explanation
  - apologizing
  - soliciting intervention
  - postponing
  - abandoning
  - humour
  - sharing

  Arrange students in pairs. Have them use a dictionary to look up the words they don't understand. Then have them prepare posters that show conflict management strategies presented above.

  When posters are finished have each pair explain the meaning of its strategy to the rest of the class. The explanations should approximate these:

  1. Negotiating--children talk about their position in the conflict and discuss what might be done about it.

  2. Compromising--both parties give up something to resolve conflict.

  3. Taking Turns--one individual goes first and the other second.

  4. Active Listening--perceiving what the other individual is saying and also feeding it back accurately.

  5. Threat-Free Explanation--an individual communicates his position in a conflict without threatening the other person.

  6. Apologizing--saying you are sorry without necessarily saying you are wrong.

  7. Soliciting Intervention--seeking consultation or help when the issue is too complex or heavy to handle.

8. Postponing--individuals agree to wait for a more appropriate time to handle the situation.

9. Distracting--calling attention to something else as a way of defusing the conflict.

10. Abandoning--moving away from a situation which cannot be dealt with.

11. Exaggerating--children role play an exaggerated interpretation of the issue.

12. Humour--the angry feelings associated with conflict are diffused in some humorous and constructive way.

13. Chance--a technique such as flipping a coin is used to decide a conflict.

14. Sharing--the individuals decide to share for the benefit of both.

Then have each pair think of a situation in which the two of them might conflict, clash, or disagree. On small scraps of paper write each of the 14 strategies from the section above and put the slips into a sack. The pair draws a strategy from the sack and role plays their conflict with the strategy they have drawn from the sack. The rest of the class tries to guess the strategy being used to manage the conflict.

Process the activity by reminding students that there are more than 14 ways to handle conflict. Post a chart captioned "Conflict Management Strategies". On it write the 14 strategies from above. Leave it up for about a month. Urge students to add to the list of strategies. Encourage them to be creative in handling conflicts. There are many better strategies than running away, tattling, and violence.

OBJECTIVE 3.1:

to identify the qualities in people that we like or dislike which contribute to social acceptance.

OPTIONAL IDEAS:

Open with discussion of the kind of person we would like to know or have for a friend.

1. What qualities would this person have?
2. What qualities would this person not have?
3. Why do you think some people act as they do?
4. Do you think people are always aware that they are behaving disagreeably?
5. How can we help each other overcome our own bad behavior?

OBJECTIVE 3.2:

to learn to avoid teasing or to accept the teaser.

OPTIONAL IDEAS:

The teacher may list on the board or may have previously listed topics the children have used for teasing. He has observed this over a period of time and feels something should be done. The list may include topics similar to the following:

a) nicknames (Freckles, Tubby, etc.)
b) grabbing caps and scarves to play "keep away" with
c) hiding overshoes
d) playing "germ free"
e) John likes _____

Before revealing the list to the children, the teacher might open the session by saying:

"I have a poem about someone who does not like school. As I read the poem to you, see if you can tell why."

School Was Not Much Fun

School was not much fun today!
I couldn't work;
I couldn't play;
Because of what the others say,
School was not much fun today!

Chubby sits across from me.
He's slightly fat-
But can't help that
Pretends he doesn't mind you see!

Denny is the friendly sort.
He's not like me,
He's "cootie free"!
Participating in every sport.

I'd like to come and play with you -
With three or four
or maybe more,
And have a friend that's really true!

Work and study could be such fun -
Sometimes teasing
Is not pleasing
When poking, pushing, and shoving's done!

School was not much fun today!
I couldn't work;
I couldn't play;
Because of what the others say,
School was not much fun today!
L. Schroader

The following questions might be asked the class.

1. Why didn't this person like school?
2. How many of you sometimes dislike school because of similar reasons?
3. Here are some of the reasons I have listed. (Show pupils the list or write it on the blackboard.)
4. Can you think of any reasons to add to our list?
5. The second verse tells of someone else who may not be happy in school. Why not?
6. How does he accept this problem? How do you think he feels about it?
7. How do you suppose this affects his school work?
8. Do you think he feels much like the person speaking in the poem?
9. According to the person speaking, Denny does not have a problem. Why not?
10. How can the game "cootie free" or "germ free" affect boys and girls in school?
11. How does this make one feel inside? Do we all feel the same way?
12. The fourth verse introduces another problem for the speaker. What does this problem involve?
13. In the fifth verse, the speaker indicated that he wants to like school but he finds it hard. Why?

More immediate problems of the class can be discussed at this point or may be taken up during the next discussion period. After class problems are discussed, another session might include the following questions:

1. What are some reasons for teasing?
2. How does the teaser feel?
3. How does the teased feel?
4. How do we know when the persons involved enjoy themselves?
5. How do we know when the person being teased feels badly or is being hurt?
6. How can we learn to accept teasing?

- The class may want to divide into groups and write a short skit to present to the rest of the class.

- For the teacher's use, the pupil might make a list of things they don't mind being teased about, and make another list telling of the things that make them very unhappy.

- The children may wish to each make up a verse to add to the poem. This new poem can be typed out and put on the bulletin board. (The verse the child writes may reveal something about that child that the teacher was unaware of.)

- Those who do not wish to write a verse might like to write a story or draw a cartoon.

Supplementary Materials:
Book Nils, Ingri and Edgar Parin d'Aulaire; Doubleday

OBJECTIVE 4.1:

to learn to solve problems in a methodical fashion to arrive at appropriate decisions.

OPTIONAL IDEAS:

Select an issue or a problem that is of real concern to the group and that they are interested in solving. Get the group to settle on a clear definition of the problem.

Explain that the brainstorming approach is a method for gathering ideas and information in which all members can participate. The method avoids discussion before all ideas are presented, and allows for alternatives to be listed. In a relatively short space of time, it provides a variety of data on which decisions can be based.

a) The brainstorm: Divide the group into teams of five or six and ask each team to appoint a recorder. The recorder writes down all ideas and possible solutions presented about the problem. An agreed time limit is desirable, usually ten to twelve minutes.

Rules:
- every idea must be recorded as stated.
- every idea is acceptable.
- there must be no discussion of the idea.
- there must be no evaluation or judgment of an idea.
- repetition is acceptable.

b) Organizing the data: Each team examines its recorded information, and groups together similar ideas and solutions. Out of this grouping, they select the most likely ideas and solutions, discarding those which are impractical or unworkable. Time limit: 10 to 12 min.

c) Setting priorities: Each team ranks the solutions in order of priority using a consensus method--general agreement through discussion, not by majority vote. Time limit: 8 to 10 minutes.

d) Developing action plans: Taking their top-priority solution for the original problem, each team develops an action plan or strategy for putting the solution into practice. Time Limit: 10 to 12 minutes.

e) Evaluating the plan: Each team presents its favoured solution and action plans to the whole group for comments and further suggestions.

OBJECTIVE 4.2:

to be involved in decision-making activities affecting their daily lives.

OPTIONAL IDEAS:

Discuss the scientific method outlined in the six steps stated below. Give practical illustrations for each step. Point out that the steps represent the method used by scientists and engineers that made it possible to land astronauts on the moon, design jet aircraft, bridges, and the CN Tower. This method uses a logical way of thinking in order to reach a decision or solve a specific problem. It can be applied to any problem, even those in everyday life.

1. State the problem: Recognize and isolate the specific problem, issue, question, or concern needing a solution. Arrive at a clear definition.

2. Observe objectively: See what's really there, not just what you want to see; look at the problem from all sides; perceive accurately; recondition yourself to be objective.

3. Gather data: Determine what information is required; talk to resource persons; gather all information which has any bearing on the problem.

4. Perceive a pattern: Analyze the data; evaluate its usefulness; explore alternative actions suggested by the data; see the total picture; consider possible consequences of each alternative.

5. Decide: Try to choose the best solution; reach some definite conclusion; take action.

6. Evaluate: Check back. Was the best solution chosen? If not, how would you improve the situation next time? If all went well, handle the situation the same way next time, checking back to make sure.

For the purposes of discussion and later activities, the six steps can be outlined on a large poster or flip chart.

Divide the group into teams of four or five students. Each team appoints a reporter and recorder. Using a selected topic, the teams proceed to apply the scientific method in arriving at a final decision. Depending on the topic, the teams may require several days to assemble the required data. As a summary exercise, the teams report their findings and reactions to the process to the whole group.

Suggested topics:

a) How can our student council play a greater part in school life?

b) How can I select the best secondary school program? For this topic, students should be able to obtain essential information about

alternative schools, subjects being offered, and any limitations in selection of subjects. One member of each team may wish to volunteer personal information so that the team may arrive at a realistic decision for that person. The other members can take turns in supplying personal data and receiving individual program selections.

c) Any other problem, issue, or concern of vital interest to the students.